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ABSTRACT

A study compared the foreign language proficiency levels and language and cultural attitudes of students involved in two kinds of elementary school Spanish language programs: immersion and Foreign Language in the Elementary School (FLES). The study also investigated the variation in achievement among children in the same program. Fifth and sixth graders from nine programs were included in the sample: 85 immersion students, 75 FLES students, and 265 FLEX (foreign language experience) program students. Major differences in oral proficiency scores were found between and within program types, with immersion students outperforming their FLES peers by more than four to one. The consistent differences are attributed to the amount of foreign language exposure in the program types. Both groups of students scored highest in comprehension, followed by fluency and vocabulary, and were weakest in grammar. Intensive FLES program students scored higher than regular FLES students. Students from all program types had positive attitudes toward Spanish and Spanish-speaking people. Immersion students reported the most parental encouragement, followed by FLES and then FLEX students. (Author/MSE)

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A Comparison of FLES and Immersion Programs

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Nancy Rhodes
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Marguerite Ann Snow

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Center for Language Education and Research
Center for Applied Linguistics, Washington, D.C.
May 1989

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ABSTRACT

A substantial increase in the teaching of foreign language in elementary schools across the U.S. has resulted in the need for evaluating student performance in different types of programs. The primary purpose of this study was to compare the proficiency levels of students involved in two types of elementary school foreign language programs: language immersion and Foreign Language in the Elementary School (FLES), by administering two newly developed instruments. The second purpose was to collect qualitative classroom data and background information to attempt to explain the variation in proficiency among students who were participating in the same type of program, as found in a study by Campbell, Gray, Rhodes, and Snow (1985). The third purpose was to assess the attitudes of immersion, FLES, and Foreign Language Experience (FLEX) students towards other cultures by administering a language and culture questionnaire.

Fifth and sixth graders from nine elementary school language programs were included in the sample: 85 immersion students, 75 FLES students, and 265 FLEX students. (The FLEX group included a few third and fourth graders as well). Three instruments were used: (a) the CLEAR Oral Proficiency Exam (COPE), designed for assessing Spanish oral proficiency; (b) a cultural attitudes questionnaire, "What Do YOU Think?", adapted from the work of Gardner and Smythe (1974) and Snow (1985); and (c) the FLES Test -Spanish, a listening and reading test for FLES students.

It is evident from the data that there are major differences in oral proficiency scores on the COPE test between program types (FLES and immersion) and also within the same type of program. Students in the immersion programs outperformed their FLES peers by more than four to one. The consistent pattern of differences between the FLES and immersion programs can be attributed to the amount of exposure to the foreign language. Both groups of students scored highest in comprehension, followed by fluency and vocabulary, and weakest in grammar. When comparing schools that have the same type of program, there was a statistically significant difference among the immersion schools for overall COPE score, but not for the FLES schools.

Results of the FLES Test showed that the majority of the FLES students mastered the basic vocabulary and structures that are generally taught in FLES programs. As expected, since the FLES test was designed to measure mastery of a typical FLES curriculum, the immersion students significantly outperformed their FLES peers. In both immersion and FLES programs, the girls outperformed the boys on the FLES Test. Differences among schools proved not to be a significant source of variation. However, when FLES schools were subdivided into those with intensive programs (30 minutes a day, five days a week) and regular programs (30 minutes a day, two days a week; 22 minutes a day, five days a week, or one hour a day, two days a week), intensive FLES

students scored significantly higher.

Results of the language and culture questionnaire show that students from all three program types had positive attitudes towards learning Spanish and towards Spanish speaking people. One interesting finding with FLEX students suggests that the more exposure students have to Spanish speakers, whether it is in the classroom, in other countries, or at home, the more positive their attitudes are towards speakers of Spanish. The only factor in which there was a significant difference among the three programs was the factor of parental encouragement. Immersion students reported the most parental encouragement, followed by FLES students, and then FLEX.

Conclusions from the study provide us with implications and suggestions for school administrators, teachers, and others responsible for designing elementary school foreign language programs. Results indicate that the amount and intensity of foreign language instruction, the teaching of language through content, parental encouragement, and the influence of the learning environment (i.e., staff continuity, well-planned articulation, curriculum design), strongly influence the attitudes and proficiency of participants in foreign language programs.

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I. INTRODUCTION

Background

Although there has been a dramatic increase in interest in elementary school foreign language programs in this decade, very little empirical evidence has been collected on the merits and limitations of current instructional approaches. Many school principals, teachers, and parents have expressed a keen interest in having evaluations conducted of their programs, but few schools, if any, have completed systematic reviews of their students' foreign language proficiency (Campbell, Gray, Rhodes, and Snow, 1985; Rhodes and Oxford, 1988).

The Campbell et al. (1985) study provided the first comparison of the three most common types of foreign language programs currently found in the U.S. -- immersion, partial immersion and FLES (Foreign Language in the Elementary School). The comparisons were based on measured achievement in listening, speaking, reading, and writing in French and Spanish. One of the conclusions of this study was that the instrument used -- the only one available, the Modern Language Association (MLA) Cooperative Test -- does not provide sufficient information regarding diverse aspects of oral language proficiency, such as functional use of the second language. Moreover, it was found to be especially deficient at assessing the high levels of oral skills demonstrated by the immersion students.

The need for a better instrument to measure language

proficiency of elementary school children was further addressed by a study by the Center for Language Education and Research (CLEAR) which developed the instruments needed for more accurate assessment of foreign language proficiency. This present study took advantage of the newly developed criteria for assessing student's oral proficiency, the CLEAR Oral Proficiency Exam (COPE) (Gutstein and Goodwin, 1987), and a new test of listening and reading abilities in Spanish, the FLES Spanish Test (Thompson, Richardson, Wang, and Rhodes, 1988).

A second critical finding of Campbell et al. (1985) was that there was a substantial degree of variation in student performance across schools having the same type of programs (e.g., students in two French immersion programs had very different proficiency levels). The underlying reason for this variation could not be determined because sufficient background information was not available to the researchers. Results did suggest, however, that differences in program longevity and articulation might be factors explaining the variation among students participating in the same type of program. This unexpected within-program variation has been specifically addressed in this follow-up study. Extensive qualitative, ethnographic-type classroom data as well as more detailed information about student and teacher backgrounds have been collected to help address the issue.

A third area of concern deals with the potential affective benefits of learning a foreign language in the elementary school. The results of Campbell et al. (1985) left little doubt as to the

relative efficacy of these three approaches when students' overall language proficiency is the objective. Students in immersion programs, in which the most ambitious fluency goals are set, reached the highest levels of proficiency. Those in partial immersion ranked second in proficiency attainment, while those in FLES, the program type with the least ambitious goals of the three, ranked third.

In this study, in addition to language proficiency, we look carefully at the students' cultural awareness, sensitivity to other ethnic groups, and desire to study other languages. Because of the integral cultural awareness component of foreign language experience (FLEX) programs, FLEX programs, as well as FLES and immersion, will be examined. For example, are FLES and FLEX programs valuable in their own right for developing these important broader multi-cultural attitudes? If a FLES/FLEX exposure has as much (or more) "affective payoff" as an immersion program, this might be important information to consider when debating whether to continue offering such programs.

Purpose of the Study

There were, then, three main purposes of this study. The primary purpose was to assess the proficiency of FLES and immersion students by using two newly developed instruments. The second purpose was to collect qualitative classroom data and detailed information about student and teacher backgrounds to attempt to explain the variation in proficiency among students who were participating in the same type of language program. The third

purpose was to assess students' attitudes towards other cultures in immersion, FLES, and FLEX programs by administering a cultural attitudes questionnaire.

Research Questions

Specifically, the study addressed the following research questions: (1) What is the level of Spanish oral proficiency attained by fifth and sixth grade immersion and FLES students? (2) What is the level of Spanish listening and reading achievement attained by fifth and sixth grade immersion and FLES students on the FLES Test? (3) How do different language programs (FLES, FLEX and immersion) contribute to the development of language and cultural attitudes?

II. METHODOLOGY

Definitions of Program Types

Students from three types of programs were involved in this study: immersion, FLES, and FLEX. For the purpose of this study, immersion programs are defined as those which use the foreign language to teach 50-100% of the core curriculum subjects (such as mathematics, social studies, science). Students begin in kindergarten or first grade where all instruction is given in the foreign language. Gradually, the amount of classroom time spent in English is increased as the foreign language is decreased in grades 2-6. By the end of elementary school, immersion programs offer a total of 50% instructional time in the foreign language. The goal of the immersion schools is to ensure that the students master the core curriculum as well as acquire functional fluency in the foreign language. This means that students should be able to communicate on topics appropriate to their age almost as well as their native speaker counterparts.

The second type of program, FLES, is defined as one that provides foreign language instruction for approximately 1 1/2 to 5 hours per week. In general, the language learning goals of these programs are to (1) attain a degree of listening and speaking skills (the degree varies from school to school depending on the amount of time allotted for instruction); (2) acquire cultural awareness; and (3) acquire a limited degree of reading and writing skills, although these skills are not emphasized as much as listening and speaking. The focus of FLES programs is on the

language itself, as opposed to the core curriculum as in immersion, although sometimes FLES programs integrate topics from the regular curriculum into the FLES program.

To summarize, the most important distinctions between immersion and FLES are: (1) In immersion, over 50% of the core curriculum of the entire elementary school day is taught in the foreign language. In contrast, in FLES programs, a maximum of 10-15% of the day is devoted to foreign language study and little or none of the standard school curriculum is taught in the foreign language; (2) In immersion programs, the foreign language is the medium of instruction. In contrast, in FLES programs the foreign language is only taught as a subject during the school day, with the focus on the language itself.

The third type of program identified in this study, foreign language experience (FLEX), is defined as a self-contained, short-term exploratory program usually lasting from three weeks to one year (Curtain and Pesola, 1988). This type of program may give students some minimal exposure to the foreign language but usually has as its goals sparking interest in learning foreign languages, an appreciation for other cultures, and a better understanding of the English language. In some schools, FLEX classes are offered for three years, each year introducing a new language. Because of the limited exposure to the foreign language in FLEX programs, it was not considered appropriate to test the students' speaking, listening, or reading skills. The purpose of including participants in FLEX programs in the study was to assess their

attitudes towards the Spanish language and Spanish speakers and, therefore, they are only included in our comparison of cultural attitudes of students in different programs. It would not be appropriate, given the goals of FLEX programs, to compare the proficiency of these students with that of others in other programs.

Student Sample

This study sampled a total of 85 immersion students, 75 FLES students, and 265 FLEX students from 9 different schools (see Appendix B for detailed site descriptions). The immersion students had studied Spanish for four to six years, the FLES students for one to seven years (the majority had studied only one to three years) and the FLEX students for one to six years (the majority had studied only one to two years).

The schools represented a wide geographical distribution: three were located in the Midwest, three in the Northeast, one in the Southeast, and two in the West. The schools were located in urban, rural, and suburban districts. All of the schools were public. Five of the nine schools had at least 40% minority students who participated in the foreign language program. According to teachers and administrators at the sites, the socioeconomic status of the schools ranged from lower to upper-middle class. The following is a summary of the similarities and differences between the schools within each program type.

Immersion Program Participants

The three immersion schools had similar overall goals for

their program: students who complete the elementary school sequence should be able to communicate fluently (understand, speak, read, and write) in Spanish as well as master the regular subject matter. In addition, students are expected to acquire an understanding and appreciation of other cultures.

Although the goals, methodology, and curriculum are similar at the three sites, there are major differences in the number of hours spent in the target language. Two of the schools are K-5 and teach 70-80% of the curriculum in fourth and fifth grade in Spanish. In contrast, the one K-6 school teaches only 25-30% of the curriculum in Spanish in the fifth and sixth grade. It is interesting to note that the three programs all began in kindergarten with the total immersion model -- with all instruction in Spanish -- but one program decreased the typical amount of Spanish instruction in the fourth and fifth grades because of scheduling demands which were out of the program's control. Although this school does not meet all the criteria for an immersion program in fifth and sixth grade (e.g., teaching at least 50% of classes in the foreign language), it was included in the study because it does meet all the criteria in grades K-4.

The sites also differ in the ethnic background of the students who participate in the program. The K-6 school includes a larger percentage of Anglos (85%, with only 15% minority), compared to 44% Anglo/56% minority at one school and 55% Anglo/45% minority at the other. Other differences in the programs will be detailed in the Results section (see Appendix B for detailed site descriptions).

FLES Program Participants

All three FLES sites have long-standing programs. It is important however, to note differences between the sites. One of the sites was in an affluent suburban area and two were inner-city magnet schools. Two schools enrolled only 5th and 6th grade students while one was a regular K-6 elementary school. At one of the inner-city schools, participation in Spanish is limited to students who are at grade level in their English reading skills. In addition, the magnet school offers two strands of Spanish: regular (2 times a week for 30 minutes) and intensive (five times a week for 30 minutes). The other sites do not have predetermined criteria for entrance into the Spanish program and offer regular FLES only. It should be noted also that only sixth grade FLES students were tested at the magnet and one of the other FLES sites while at the third site some fifth graders were also tested. This was dictated by the amount of exposure students had had to Spanish. In the one site where fifth graders were tested, students had been studying Spanish since the third grade. In the other two sites, Spanish instruction begins in the fifth grade.

FLEX Program Participants

All of the FLEX sites viewed the goal of their program to be cultural awareness and sensitivity first, with mastery of some basic language skills as a secondary goal. However, as project staff visited the sites, important environmental and circumstantial differences between the sites emerged. At one site, students participated in an experimental video-assisted FLEX program. The

two other sites visited offered long-standing FLEX programs, one of which was administered and taught by volunteers. At all three sites, students had received at least a year of Spanish instruction.

Selection Criteria

For each of the program types, site selection criteria were established in order to obtain the richest data set for comparison. The criteria for immersion program selection were: (a) schools that had students who had studied Spanish for four or more years, and (b) schools that agreed to participate in the study. Schools were selected from the school districts that started immersion programs in 1984 or earlier and thus had students who had mostly studied foreign language for five or more years. The criteria for FLES programs were (a) schools that had students who had studied Spanish for two or more years, (b) schools that had longstanding programs, and, (c) schools that agreed to participate in the study. The FLES programs were selected from those involved in the National Network for Early Language learning (NNELL). For FLEX programs, preference in selection was given to (a) schools that were known by early language educators to have "exemplary" programs, i.e., programs that had well-defined goals and instruction designed to meet these goals, and (b) schools that agreed to participate. In addition, geographic distribution was a consideration for all program types. Efforts were made, also, for comparative purposes, to include schools that participated in the Campbell et al. study. Two of

the three participating immersion programs were also involved in the 1985 study.

Assessment Instruments, Questionnaire, and Data Collection Form

The following instruments were used in this study: (a) a newly developed assessment instrument, the CLEAR Oral Proficiency Exam (COPE), designed for testing the Spanish oral proficiency of fifth and sixth graders, (b) a new listening/reading assessment instrument (FLES-Spanish Test) developed by CLEAR for students whose exposure to Spanish ranges from a minimum of 30 minutes per week to a maximum of three hours per week, (c) a cultural attitudes questionnaire, "What Do YOU Think?", adapted from the work of Gardner and Smythe (1974) and Snow (1985),and (d) a data collection form for recording descriptive information about the site.

The CLEAR Oral Proficiency Test (COPE)

The COPE provides a measure of a language learner's ability to understand, speak, and be understood by others with particular focus on the school context. The test revolves around a role play between two students and measures cognitive-academic language skills primarily (their ability to discuss subject matter effectively [social studies, geography, and science] in the foreign language) and social language (the ability to discuss their family, recreational activities, and social life in the language). The rating scale assesses fluency, vocabulary, grammar, and comprehension (see Appendix D). The test is based on the ACTFL/ETS Oral Proficiency Interview (ACTFL, 1986) which was designed with the academic foreign language learner in mind.

The format for the COPE interview requires creating an imaginary but realistic situation over the course of which two students carry out a series of brief conversations based on instructions contained in a set of dialogue cards. In the COPE interview, students were asked to play the role of a Mexican student visiting an American school with a Spanish immersion program and a North American student acting as the guide during the visit. Both students receive cues for a variety of brief conversations from a set of dialogue cards which the interviewer reads to them. The test takes approximately 15-20 minutes to administer to a pair of students.

For each interview there were two test administrators: an interviewer and a rater. The interviewer was responsible for setting the scene and reading the cards to the students. The rater was responsible for assessing the level of language and actually rating the student on the COPE scale. COPE administrators were fluent Spanish speakers who had had substantial training in COPE administration and rating through pilot testing and practice with training tapes.

Specific topics in the COPE dialogue cards include:

1) **Greetings** (welcoming the Mexican student);

2) **Program of studies** (discussing the Spanish program and other course offerings);

3) **The cafeteria** (directions, vocabulary for food, likes and dislikes);

4) **Timelines** (telling time, describing daily activities);

5) **The library** (vocabulary specific to library, explaining and giving advice on library procedures);

6) **Fire drill** (asking for/giving clarification and assistance);

7) **Two trips** (social studies --describing places, intended activities and means of transportation -- use of future tense);

8) **School buses** (asking for and giving directions and schedules);

9) **The movies** (social language -- invitations);

10) **Social life** (vocabulary relating to entertainment and fashion -- expressing likes and dislikes);

11) **A party** (social language and cultural behavior -- discussion of an invitation to a party);

12) **Science project** (scientific language -- discussion of good vs. bad nutrition);

13) **Future careers** (vocabulary for professions, future tense);

14) **An accident** (describing an accident, expressing emotions, interviewing, use of past tense);

15) **A fight** (describing a fight, making generalizations);

16) **Unfair rules** (discussion of school rules, expressing opinions);

17) **Science equipment** (identifying and describing the utility of science equipment).

Each dialogue card contains explicit instructions to follow and language to be used by the interviewer. These 17 cards are

organized in order of difficulty (see Appendix D).

The rating scale, as mentioned, is based on the ACTFL/ETS scale. Proficiency levels are characterized by features of comprehension, fluency, vocabulary, and grammar. These descriptions are presented in a matrix which is divided into levels of Junior Novice low, mid, high; Junior Intermediate low, mid, high; and Junior Advanced, Advanced Plus and Superior (see COPE Rating Scale in Appendix D). The brief general descriptions of the oral proficiency categories presented below provide an outline of the points highlighted in the COPE matrix.

Comprehension refers to the ability to understand the spoken language in a range of situations, including formal, instructional situations in which there are few contextual cues to meaning, and informal conversational situations. Comprehension refers also to being able to understand normal speech--speech which has not been adjusted in pace or repeated.

Fluency refers to the rhythm and pacing of the speech produced by the student. It involves the degree to which speech is produced smoothly without hesitations and without pauses to search for vocabulary and expressions.

Vocabulary refers to the student's knowledge of the words and expressions needed to communicate. This knowledge includes both the range of vocabulary used appropriately and the use of idiomatic words and phrases.

Grammar refers to the accuracy of the speech used by the students in terms of word formation and sentence structure. When

judging the student's accuracy, the frequency of grammatical errors, the degree to which they interfere with a listener's ability to understand, and the range of grammatical structures used by the student are all considered.

Information concerning pilot-testing, revision and validation of the COPE may be found in The CLEAR Oral Proficiency Exam (COPE) Project Report Addendum: Clinical Testing and Validity and Dimensionality Studies (Wang, Richardson, and Rhodes, 1988). Although the COPE was designed for and validated with immersion students, it was also administered to FLES students in this study in an attempt to examine a broader range of academic and social uses of the foreign language than was possible with the MLA Speaking Test.

FLES-Spanish Test

The FLES-Spanish Test (see Appendix E) is an achievement test of beginning Spanish for students who have participated in a typical FLES program -- exposure to Spanish from one to three hours per week over a period of two to six years.

The FLES test assesses listening and reading skills and includes the areas commonly covered in a FLES program: (1) common greetings and expressions; (2) family relationships; (3) fruits and vegetables; (4) common classroom objects; (5) months and seasons; (6) colors; (7) telling time; (8) numbers; (9) clothing; (10) days of the week; and (11) parts of the body.

Test items are both multiple choice and true/false. The instrument was pilot tested in schools in Maryland, Vermont, and

Michigan in 1988. The resulting test data (n=109) were used to assess the statistical quality of the FLES test in terms of reliability, difficulty, and discrimination. The reliability of the test ranged from adequate to good (Thompson et al., 1988). Due to the fairly low difficulty of test items (particularly in the Listening section), it was found that this test should be used to determine "mastery" rather than discriminate between different levels of proficiency. Since this test was designed to establish a base line of what a 4th, 5th, or 6th grade FLES student should know, this finding was desirable. It should be noted, however, that the overall discriminatory power of the test is good, particularly in the reading section. Thus, it is possible, while confirming overall mastery of the FLES curriculum, to also see some distinctions in performance between different types of FLES programs (Thompson et al., 1988).

This paper and pencil test was either administered by the researchers or by the classroom teacher who had been familiarized with test administration procedures. Test administration involved all students in each class selected to participate in the study.

"What Do YOU Think?" -- Language and Culture Questionnaire

The language and culture questionnaire (see Appendix F) was developed specifically with the present study in mind. As mentioned, the current 52-item questionnaire was adapted from the instrument designed by Gardner and Smythe (1974) for use with 7th-9th grade students of French in Canada. Gardner and Smythe identified a number of affective categories which are represented

in the questionnaire by statements which the student is to agree or disagree with. Both Gardner and Snow, who had previously adapted the questionnaire for use in the American context, were consulted regarding item selection. Items from the following categories were retained: the need for achievement, attitudes towards Hispanics, interest in foreign language, interest in Spanish, parental encouragement, instrumental motivation (i.e., usefulness of Spanish), and Spanish class anxiety. This initial selection provided a draft questionnaire of 73 items. Initial field testing with students representing the three program types allowed for the elimination of non-significant or confusing items/categories.

Data Collection Form

Ethnographic and descriptive information was gathered at each participating site through interviews with principals, foreign language coordinators, and teachers. To insure that a common core of information was collected, a data collection instrument (see Appendix G) was completed at each site. In this way, data concerning the origin, size, and nature of the programs, as well as background information on the students were collected in a uniform matter (see Appendix G).

In addition, extensive notes and materials were gathered at each site to obtain as much background information as possible. The information gathered on the data form and additional notes and materials provided the basis for the detailed descriptions of the specific characteristics of each school visited during the study.

These findings were also used to interpret student performance on the COPE and FLES tests as well as attitudes and motivations which were expressed in filling out the questionnaire, "What Do YOU Think?"

Data Collection and Testing Procedures

Data collection and testing took place in two waves: in May 1988, all three FLEX sites were visited and the language and culture questionnaire was administered. In the fall of 1988, three FLES sites and three immersion sites were visited and the language and culture questionnaire, FLES-Spanish test, and COPE were administered.

Data Analysis Procedures

The COPE scores assigned during interviews, the total FLES-Spanish Test score, background information, and responses to the language and culture questionnaire were coded and entered into an RBase 5000 database by CAL staff. Computer analysis of the database was conducted by two statistical consultants using PC-SAS and SPSS. The details of the statistical analyses conducted in this study are included in the Results chapter of this report.

III. RESULTS and DISCUSSION

This section will detail the results from the COPE Test, the FLES Test, and the language and culture questionnaire. The results of student performance will be presented for each of the three research questions addressed in the study. These results are reported in terms of mean raw scores achieved on the COPE (overall score and subscores in comprehension, fluency, vocabulary, and grammar), mean raw scores achieved on the FLES test (overall score for listening and reading), and mean raw scores achieved on the language and culture questionnaire. Qualitative factors that may explain variation in student performance within the same type of program will also be discussed.

Question 1. What is the level of Spanish oral proficiency attained by fifth and sixth grade immersion and FLES students?

In order to address this question, the results of the COPE oral proficiency test were examined. The overall mean raw scores as well as the four subscores from the COPE are presented in Table 1. It is evident from the data that there are major differences in scores between program types (FLES and immersion) and also **within** the same type of program (comparing immersion schools with each other and comparing FLES schools with each other). To determine if these differences were statistically significant at the program level and the school level, an analysis of variance was

TABLE 1

COPE MEAN SCORES

SCHOOL CODE	N	TOTAL*	COMPRE-HENSION	FLUENCY	VOCAB-ULARY	GRAMMAR
I1	27	27.11	7.78	6.74	6.52	6.07
(S.D.)		(4.29)	(.64)	(1.46)	(1.22)	(1.30)
I2	38	21.95	6.89	5.26	5.05	4.74
(S.D.)		(3.10)	(.60)	(.98)	(1.06)	(.92)
I3	19	21.42	6.84	5.32	4.89	4.37
(S.D.)		(2.89)	(.50)	(.94)	(.94)	(.76)
F1	24	4.58	1.5	1.08	1.0	1.0
(S.D.)		(3.97)	(1.25)	(1.06)	(.83)	(.93)
F2	25	3.72	1.6	.92	.80	.40
(S.D.)		(2.56)	(.96)	(.76)	(.64)	(.58)
F3	26	2.88	1.27	.65	.50	.46
(S.D.)		(2.63)	(.96)	(.63)	(.65)	(.58)

*Total out of 36. Note that for each of the sub-categories, the total is out of 9.

(S.D. = standard deviation)

performed with "program" and "school within program" as the two factors. In addition, two-way analyses of variance were performed which included sex, grade, and age.

An examination of the mean raw scores in Table 1 reveals a clear pattern in overall student performance on the COPE Test: **students in the immersion programs outperformed their FLES peers by more than four to one** (see Figure 1). The immersion total raw scores ranged from 21.42 to 27.11 while the FLES total raw scores ranged from 2.88 to 4.58 points out of a total of 36. The results of multiple analyses of variance revealed that the type of program proved to be a significant source of variation at the .01 level.

More specifically, students in immersion programs outperformed their FLES peers in all four subskills: comprehension, fluency, vocabulary, and grammar (see Figure 2). These results were statistically significant at the same level for all the subskills. A discriminate function analysis was also performed to identify which of the factors contribute to the differences in the FLES and immersion scores. It was found that the maximum separation of the two groups involved the comprehension subscore. In other words, the comprehension subscore contributed more than the other subscores to the differences found between types of programs. Furthermore, in examining the results it was found that there was one confounding factor -- the sex of the students. There was a statistically significant difference in performance on the COPE test between the girls and boys from both programs. Overall, the girls outperformed the boys.

FIGURE 1

COPE TEST MEAN RAW (TOTAL) SCORES
FOR FLES AND IMMERSION SCHOOLS
(Out of possible total of 36 points)

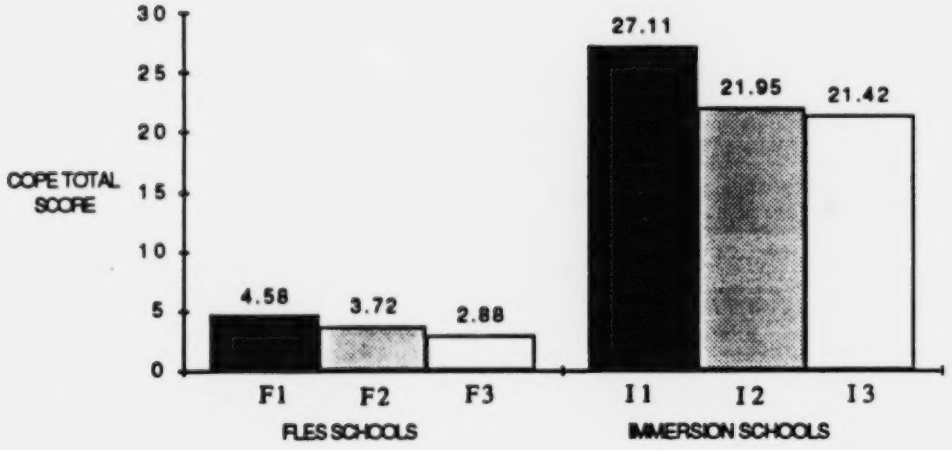
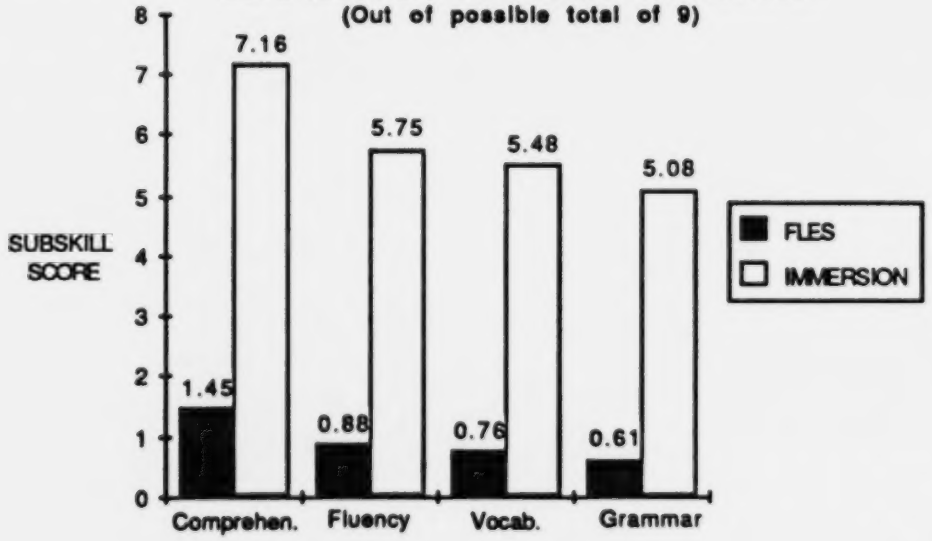


FIGURE 2

COPE TEST MEAN RAW SCORES BY SUBSKILLS
(Out of possible total of 9)



Although comparisons were also made between FLES and immersion students in the same grades (grades five and six), it should be noted that the students in the different programs had not had the same number of years of exposure to Spanish. The immersion students had studied Spanish through content instruction for four to six years while the FLES students had studied the Spanish language anywhere from one to seven years. This allows for comparisons to be made between students in different programs controlling for grade level but not specifically for the amount of language study.

Differences within immersion programs. When examining the differences among schools with the same type of program, there was a significant difference in the performance of students within immersion programs, both in overall scores and well as on the subscores. These findings have important implications for the interpretation of the data. Inferences concerning the differences in student performance attributable to type of program will need to be considered within the context of differences which exist among the schools.

Students in School I1 scored higher than students in both the other two schools. Interestingly, School I1 students were all fifth graders compared to fifth and sixth graders at School I2 (and fifth graders in School I3). The differences in total COPE scores between School I1 and School I2 were significant at the .05 level. Also, the differences in total COPE scores between School I1 and School I3 were significant at the .05 level. The differences

between School I2 and School I3 were not significant, however. The mean total scores (out of a possible 36) were 27.11 for School I1, 21.95 for School I2, and 21.42 for School I3, a range of 5.69 points.

Using both Scheffe's test and Tukey's studentized range test, it was also found that there were significant differences in the subskills of comprehension, fluency, vocabulary, and grammar between Schools I1 and I2 and Schools I1 and I3 (see Figure 3). For example, the mean comprehension scores (out of a possible score of 9) for Schools I1 and I2 were 7.78 and 6.89. For fluency, the scores were 6.74 and 5.26; for vocabulary, the scores were 6.52 and 5.05; and for grammar the scores were 6.07 and 4.74. In comparing Schools I1 and I3, the comprehension scores were 7.78 and 6.84; the fluency scores were 6.74 and 5.32; the vocabulary scores were 6.52 and 4.89; and the grammar scores were 6.07 and 4.37. On these subscores, students in School I1 scored significantly higher than students in Schools I2 and I3.

The significant differences within the immersion programs are probably attributable to several factors. First, the students in School I1 who performed significantly better than students in both School I2 and I3 are in a school district that is very supportive of immersion, as well as one that has long-standing immersion programs with a great deal of parental involvement. Second, the program has had the same principal for seven years and there has been little turnover among the teachers. This program continuity has facilitated well-planned articulation of language study between

FIGURE 3

COPE TEST MEAN RAW SUBSKILL SCORES FOR IMMERSION SCHOOLS
(Out of possible total of 9 points)

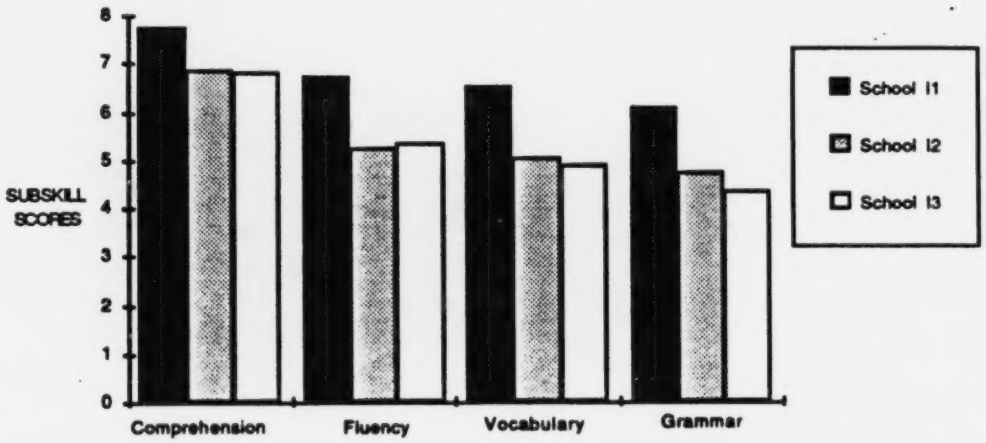
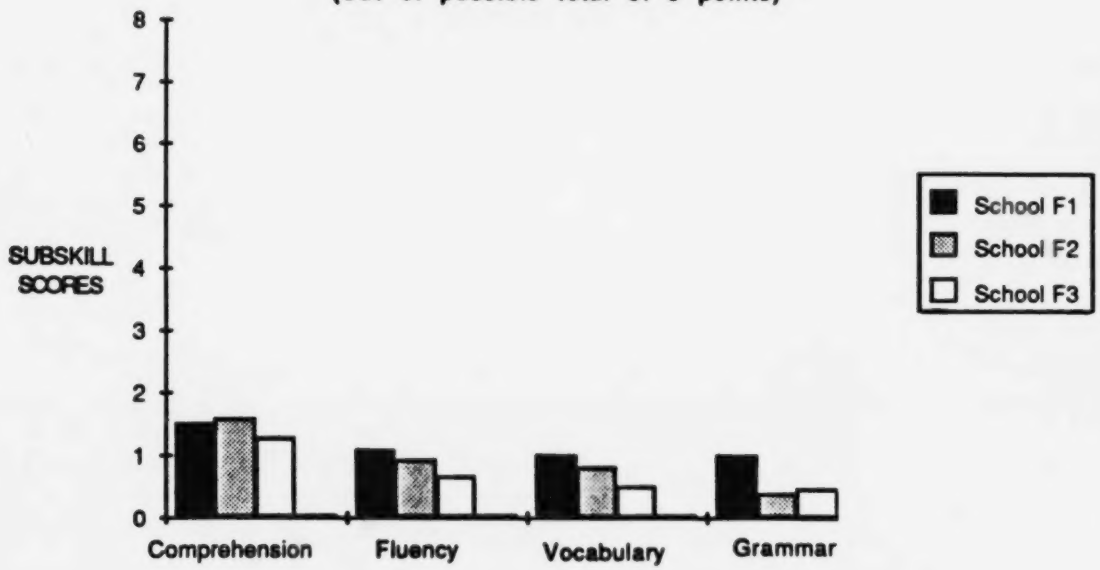


FIGURE 4
COPE TEST MEAN RAW SUBSKILL SCORES
FOR FLES SCHOOLS
(Out of possible total of 9 points)



the elementary grades as well as for the entire sequence from kindergarten through twelfth grade. In contrast, School I2 has made substantial changes in the immersion model at their school in recent years with regard to the amount of foreign language being taught, the scheduling of the classes, and the selection of the subjects to be taught in Spanish.

For example, while School I1 and I3 are still receiving 70-80% of their instruction in Spanish by fifth grade, students in School I2 receive only about 25 - 30% of their instruction in Spanish in fifth and sixth grade. (Note: The reason for this drop in the percentage of instruction in Spanish stems from the introduction of the "extended day" model in many of the district's schools. In this model, the school day is divided into a 3 1/2 hour block in the morning (taught in English) in which all fifth graders participate, and there is another block in the afternoon. The model is similar for the sixth graders. Many schools in the state have adopted this model because of budget cutbacks as they are able to fully utilize the school buildings by putting a maximum number of students in a building each day.)

The repercussions of this change in instructional model for students in School I2 are many. For the first time, the fifth graders have been "mainstreamed" with the non-immersion students for the English portion of the day. Consequently, the teachers see the morale of the immersion students as being at an all time low. The immersion students are developing negative attitudes towards

Spanish, perhaps because they are receiving intense peer pressure from the English-only speakers in their classes. They feel that they do not need Spanish, and do not see why they should study it. They complain that it is too hard, and the fifth grade teacher suggests that perhaps they are not motivated because it **is** very difficult. By the time they get to fifth grade, they don't have any "fun" classes in Spanish. The only classes they have in Spanish are academic -- Spanish Reading/Grammar, Mathematics, and History. (The block of classes taught in English includes: Science, Health, Social Studies, English Language Arts, Computers, Art, and Music.)

In contrast to most immersion programs where fifth and sixth graders would still be receiving at least 50% of their instruction in the second language, these students may not be getting enough exposure to continue their language development. While in other schools there is a sense of "ownership" of the language by this time, these students may not have this feeling. Unlike other immersion programs visited, the difference in student motivation between the lower and upper grades in School I2 is quite apparent. It is speculated that this resultant lack of motivation is another reason that these students did not score as well on the COPE as students in the I1 immersion program.

In terms of the ranking of School I3, qualitative data were studied and results of interviews with teachers and students were reviewed in an attempt to find factors contributing to the difference in its score and that of School I1. After extensive

analysis, no factors could be identified that showed a clear explanation for the variation in scores. School I3 is a long-standing, stable program with little teacher turnover. In recent years, a parent support group has been very active at the school and has succeeded in securing Spanish-speaking teaching assistants in the classroom and in organizing an exchange program with an elementary school in Mexico.

In addition to the differences among immersion schools that attributed to the variation in scores, there are two other factors related to the test administration itself that may have influenced the results. First, School I1 was the first school visited, and the interviewers may have inadvertently scored the students higher because it was the first time the interviewers had administered the test. Second, although every effort was made to standardize the interview rating procedures by thoroughly training the raters, the fact that there were different raters at each site may also account for some of the variability. This is one of the problems associated with holistic scoring procedures.

Differences within FLES programs. For the FLES programs, there were no significant differences by school in overall COPE scores. There were also no significant differences when evaluating the subscores of comprehension and fluency. However, there were significant differences in vocabulary and grammar subscores. When comparing Schools F1 and F3, there were significant differences in vocabulary subscores (at the .05 level). There were also significant differences in grammar subscores (at the .05 level)

when comparing schools F1 and F3 and F1 and F2 (see Figure 4). These differences will not be analyzed in detail, however, because it is felt that the vocabulary and grammar scores are so low in comparison to immersion scores that it would be pointless to hypothesize the reasons for the variation. On a scale of 1 - 9, FLES vocabulary scores only ranged from 0.5 to 1.0 compared to immersion scores ranging from 4.89 to 6.52, and FLES grammar scores only ranged from 0.4 to 1.0 compared to immersion grammar scores ranging from 4.37 to 6.07. The inability of the COPE to discriminate at the lower end of the rating scale is the major reason the FLES scores will not be analyzed in more detail.

How can the language of immersion students be characterized? The raters agreed that the fifth and sixth grade immersion students were not reticent at all to talk about the different topics in the dialogue cards -- in fact, they were very eager to express their opinions. As they came into the room where they were going to be rated, they usually had decided ahead of time which one of them would play the role of the Mexican and which one would play the role of the American student. Overall, they rated highest in comprehension, followed by fluency, vocabulary, and then grammar. The students' **comprehension** ranged from junior intermediate high to junior advanced plus. The junior intermediate high rating states, "Usually understands speech at normal speed, though some slow-downs are necessary. Can request clarification verbally." The junior advanced plus rating states, "Understands complex academic talk and highly idiomatic conversation, though confusion

may occur in rare instances." With the exception of a few students, they understood everything that was said to them before, during, and after the test administration.

With regard to their **fluency**, the interviewers were struck by their uninhibited manner of speaking the foreign language and their unselfconscious nature of "plowing through" a grammatical form or a phrase that they were unfamiliar with. Their fluency scores ranged from junior intermediate mid to junior advanced. When one considers the ease with which they spoke on a variety of topics, they proved themselves to be more proficient than most high school or college language students. They were able to talk on a personal/social level and do such functions as greet their companion and ask them questions about their hobbies. They were able to talk about the school, including explaining how their Spanish program works, what subjects are taught in their school, and how to use the cafeteria and the library. Lastly, they were able to talk about academic topics such as science and geography: they explained the use of various pieces of scientific equipment that they were shown pictures of and they described a trip through the U.S. and/or Mexico when shown a map. Their **vocabulary** usage ranged from junior intermediate mid to junior advanced.

As was obvious to two of the test administrators who learned Spanish after adolescence, the students' approach to language learning was quite different from that of high school students or adult language learners. Unlike many older learners, these students were concerned with **what** they were saying, not **how** they

were saying it. While showing that they could understand and discuss any topic they were given, the students still made basic errors in verbs in the first person singular, present tense after six years of receiving the majority of their classroom instruction in Spanish. Commonly heard errors included, "Yo vas a la escuela," "Yo quiere ir a Africa," "Yo le gusta leer en el biblioteca," "Yo es (John)," and "Yo aprende español." Another common grammatical error was the misuse of the "to be" verbs, "ser" and "estar." Many of the students interchanged the use of "ser" and "estar" and came out with phrases such as "Soy diez" and "soy en en quinto grado," using the correct form of the verb (first person singular), but the incorrect verb. One student switched around different forms, trying out both "Yo vas a visitar..." and "Yo va a visitar..." within the same phrase, but never did quite get to the correct form.

The students' **grammar** scores were the lowest of the four subscores, ranging from junior intermediate low to junior intermediate high. (These scores were still substantially higher, of course, that the FLES students' grammar scores.) A fifth grade teacher and other staff members at one of the schools attributed the students' difficulties in grammar to the typical immersion curriculum. Traditionally, U.S. immersion programs have not focused on grammar instruction because of the belief that students would automatically pick up the grammar if they heard the language all day every day. This has not turned out to be the case -- students lack fine tuning in some areas of correct grammar usage.

Various immersion programs are now starting to address the issue by adding a unit of Spanish grammar instruction to their curriculum.

How can the language of FLES students be characterized? It should not be concluded from the COPE results that students in FLES programs cannot speak Spanish at a level appropriate to the goals of their language program. On the contrary, interviewers found that FLES students could speak competently when asked about specific topics that their FLES program had covered, i.e., greetings, the weather, names of fruits and vegetables, classroom objects, etc. Overall, the students scored highest in comprehension (ranging from junior novice low to junior novice mid) and about the same on fluency, vocabulary, and grammar (ranging from below the scale to junior novice low).

A critical factor that must be taken into consideration when reviewing the test results is the intended audience of the test. As stated, the COPE Test was designed for fifth and sixth grade immersion students, and covers material that is appropriate for students involved in language instruction through the regular curriculum. The test was not designed for FLES students and does not cover material that is typically presented in a FLES curriculum. Also, the COPE rating scale was not designed to be sensitive to the subtle differences in FLES student achievement. In other words, the test may not be an appropriate one to measure the speaking abilities of FLES students because it does not cover material that they have learned and does not present the

information in a manner in which they have learned it.

In fact, the test administration had to be modified for the FLES students -- three major changes were made. First, some of the directions on the cue cards were too difficult for them to understand and many of the concepts and vocabulary words on the cards were just too advanced for the type of exposure they had had. To simplify the administration of the test, the total test was limited to four cue cards instead of seven. In addition, some of the wording was changed and more explanations were added to the directions so that the cue card situations would be understandable even to those students who had had only a year and a quarter of Spanish. For example, in Cue Card #1, the directions read, "Dale la bienvenida a tu compañero mexicano. Dile tu nombre, tu edad, tu grado escolar, y pregúntale sobre lo mismo." For the FLES students, simpler language had to be used and students needed to be addressed directly with such questions as, "Cómo te llamas?" and "Cuántos años tienes?" They were able to answer the questions when asked directly, but had a more difficult time understanding questions when they were posed indirectly or when they were told to ask their classmate the questions.

A final way the test was modified was the insertion of "easy" questions at the end that were based on colors, numbers, classroom objects, and clothing -- topics that they had covered in class. The questions were based on total physical response commands (Tóquense el reloj, enseñame los pantalones verdes, etc.) such as they typically learn in the FLES class. In this way they ended up

their COPE interview with a positive view of what they knew in Spanish.

As mentioned earlier, the focus of the local FLES curriculum is on basic vocabulary and questions and answers on topics they are familiar with. As shown by the COPE, the students were able to ask and answer basic questions about themselves, their school, the weather, sports, clothing, etc. There was little spontaneity in speech but they were quite able to understand predictable questions and respond within their limited vocabulary. There were some cases where the students were so accustomed to hearing certain questions in class that they misinterpreted a question similar to the one they already knew. For example, one student was so accustomed to talking in class about "frutas favoritas," that when he was asked in the COPE about his "deportes favoritas" he responded very earnestly with, "Mis frutas favoritas son manzanas, uvas, plátanos." The word favorita immediately triggered his knowledge of his favorite fruits, without associating it with any other possible noun. In other cases, students were able to answer simple questions in a context that was unfamiliar to them.

Comparison with earlier study results. These results corroborate the findings of the study by Campbell et al. (1985) which showed a significant difference in FLES and immersion student performance in their listening, speaking, reading, and writing skills. As with the current study, significant differences were found within programs of the same type. Specific comparisons are difficult to make, however, due to the very different nature of the

instruments used. As discussed, students in the Campbell et al. (1985) study were administered the Modern Language Association (MLA) Cooperative Tests of French and Spanish. Of the four skills tested, students from the three programs examined scored highest on the speaking subtest. In addition, the FLES students, both Spanish and French, performed significantly higher on the speaking subtest than on the subtests of listening, reading, and writing.

It was felt that the very structured tasks of the speaking subtest (e.g., reading aloud, answering short questions with the aid of a picture) were quite compatible with the oral skill level attained in FLES programs. On the other hand, the immersion students were relatively unchallenged by the oral tasks of the MLA as the subtest did not tap their full range of oral language skills. In contrast, the COPE provided the immersion students in this study with multiple opportunities to demonstrate both their social and academic language skills, but required FLES students to extend themselves beyond the content typically taught in a FLES curriculum.

Question 2. What is the level of Spanish listening and reading achievement attained by fifth and sixth grade immersion and FLES students on the FLES Test?

The overall mean raw scores for both immersion and FLES students are presented in Table 2. It is evident from the data that there are differences in the scores on the FLES test between

TABLE 2

FLES TEST MEAN SCORES

SCHOOL CODE	N	TOTAL SCORE (out of 73)	STANDARD DEVIATION
I1	27	68.92	3.72
I2	39	69.82	3.15
I3	20	67.65	3.26
F1	24	56.25	6.98
F2	25	59.8	6.47
F3	26	59.42	9.50

the program types (FLES and immersion) and also **within** the same type of program. As in the case of the COPE results, an analysis of variance was performed to see if the two factors were significant. Additional factors such as sex, grade, and age were also tested for significance.

The results of the analysis of the FLES Test scores revealed that **students in immersion programs significantly outperformed their FLES peers** (see Figure 5). The type of program proved to be a significant source of variation at the .05 level. The one confounding factor was the sex of the students -- there was a statistically significant difference in performance between the girls and the boys (see Table 3). In both immersion and FLES programs, the girls outperformed the boys on the FLES test. The FLES girls had a total raw score of 60.82 compared to the FLES boys with 54.89. The immersion girls scored 69.42 compared to the immersion boys with 68.60.

Differences within FLES programs. Differences within schools with the same type of program proved not to be a significant source of variation. Both the analysis of variance and Tukey's Studentized Range Test showed that there was no significant difference in the results of the three FLES schools on the FLES Test.

One important finding, however, did emerge when the FLES schools were subdivided into those with intensive FLES programs and those with regular FLES programs. There was a significant difference in FLES Test scores between intensive FLES programs

FIGURE 5
FLES TEST MEAN RAW SCORES
(Out of possible total of 73 points)

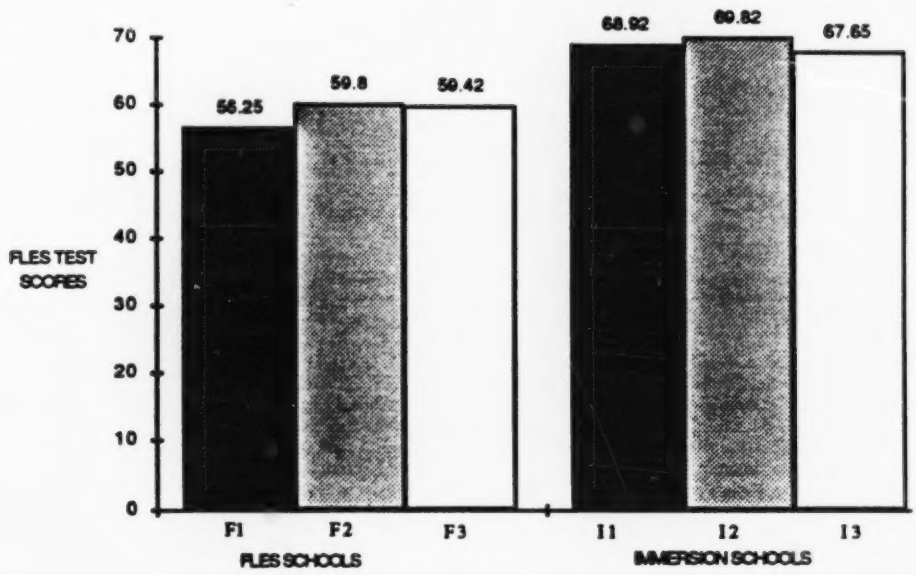


TABLE 3

FLES TEST MEAN SCORES BY GENDER

GENDER	PROGRAM TYPE	N	MEAN	S.D.
Female	Immersion	45	69.42	3.18
Male	Immersion	41	68.60	3.68
Female	FLES	46	60.82	5.87
Male	FLES	29	54.89	9.24

Note: Type of program and gender was a significant source of variation ($F = 8.11$, $p < .01$).

(65.80) and regular FLES programs (57.41), a spread of 8.39 points. The intensity of the FLES program was a significant source of variation at the .05 level. In the programs studied, the intensity of exposure to the foreign language varies considerably between the two subgroups. The intensive program meets 30 minutes a day, five days a week, while the regular programs meet on one of the following schedules: thirty minutes a day, two days a week; 22 minutes a day, five days a week; or one hour a day, two days a week. Thus, the results show that **the more hours of instruction the students have, the more they will achieve in the foreign language.** Although this conclusion has been reached before when comparing FLES and immersion programs, there has been little data to prove that more intensive FLES will give better results than regular FLES.

It was fortuitous in this study that one of our sites, F3, had both an intensive FLES class and a regular FLES class taught by the same teacher. When examining the results from this school, all factors related to variation in teaching personality, style, and methodology as well as general background characteristics of the students were controlled for. The difference in FLES Test scores between the intensive FLES and regular FLES students at School F3 was statistically significant -- intensive FLES scored an average of 65.80 (with individual scores ranging from 54 to 71) while regular FLES scored 55.4 (with individual scores ranging from 40 to 69). The difference between the two average scores is 10.4 points.

Differences within immersion programs. Both the analysis of variance and Tukey's Studentized Range Test showed that there was no significant difference in the results of the immersion schools on the FLES Test. It is interesting to note that the significant variation found on the COPE test within immersion schools and within regular FLES programs was not found for the FLES Test.

How well did the FLES students perform overall? The FLES test is designed to measure mastery of a typical FLES curriculum. Results show that **the majority of the examinees mastered the basic vocabulary and structures that are generally taught in FLES programs.** The results provide a baseline of what fourth, fifth, and sixth grade FLES students should know.

One problem encountered with the FLES students was that one of the FLES programs did not have a reading component and, consequently, students had had little exposure to Spanish reading. One student during the test asked for help from the test administrator in sounding out the word "vestido." She said, "I knew that I knew the word but I just couldn't figure out what it said by reading it." One of the most interesting results of the FLES test was the highly competent performance on the reading section of these students who had had no prior experience in reading Spanish. This seems to indicate, as previous research on immersion has shown (Lambert and Tucker, 1972; Swain,1982), that reading skills do indeed transfer from the student's first language to the second. Students could read and understand concepts in the written language that they had only spoken or heard before. This

may have implications for the wider use of reading activities in FLES classes.

How well did the immersion students perform overall? Results of the FLES Test showed that immersion students scored at the high end of the 73-point scale, ranging from 67.65 to 69.82 points at the three immersion schools. Since the FLES Test was designed to measure mastery of a typical FLES curriculum, the test, as expected, did not discriminate at the high end of the scale between difference levels of achievement of immersion students. The immersion students, in essence, "topped out" on the FLES Test.

Question 3. How do different language programs (FLES, FLEX, and immersion) contribute to the development of language and cultural attitudes?

The data from the language and culture questionnaire, "What Do YOU Think?" were used to analyze the attitudes of immersion, FLES, and FLEX students. As discussed earlier, the questions on the language and culture questionnaire were divided into six main categories: the need to achieve (7 questions), attitudes towards Spanish-speaking people (13 questions), interest in foreign language (7 questions), parental encouragement (8 questions), attitudes toward learning Spanish (13 questions), and Spanish class anxiety (5 questions).

To begin the assessment of attitudes, an analysis was conducted on the overall attitudes of all the students toward the

TABLE 4

Immersion, FLES, and FLEX Attitude Data - Mean Raw Scores

Factor	Immersion	FLES	FLEX
(2) Attitudes Towards Spanish Speakers/Integrative	3.65	3.48	3.54
(3) Interest in FL	3.91	4.04	3.86
(4) Parental Encouragement	4.18	3.75	3.12
(5) Attitudes Towards Learning Spanish/Instrumental	4.11	4.28	3.85

Note: Two factors, (1) the Need for Achievement and (6) Spanish Class Anxiety, were not included because statistical analysis found that they were not discriminatory measures.

Spanish language and culture. It is evident from the mean raw scores presented in Table 4 that students in all three types of language programs recorded positive attitudes. On a scale of one to five, ranging from (1) disagree a lot, (3) disagree a little, (3) don't know, (4) agree a little, to (5) agree a lot, students' average scores ranged from 3.12 to 4.28. The only factor in which there was a significant difference among all three programs was the factor of parental encouragement. Immersion students reported the most parental encouragement, followed by FLES students, followed by FLEX. Results were further analyzed by comparing all factors in the FLES and immersion data and then conducting an in-depth analysis of the FLEX data. Results of the comparison of the immersion and FLES programs on the language and culture questionnaire will be presented first, followed by the FLEX results.

Immersion and FLES program results. The first step in the analysis of the language and culture questionnaire data for the immersion and FLES programs was the construction of factors based on the six categories discussed above. Five of the six categories had strong alpha coefficients indicating that the items contained within each factor were highly correlated with each other. Factor 1, the need for achievement, did not hold up as a unified factor, but rather grouped statistically into three separate factors. For this reason, it was eliminated from further analysis.

In general, students from both programs revealed positive attitudes on the language and culture questionnaire. The mean

score for Factor 2, attitudes toward Spanish-speaking people, was 3.65 for the immersion students and 3.48 for the FLES students. Sample items from scale 2 are the following: "Spanish speakers are considerate of the feelings of others" and "The more I learn about Spanish-speaking people, the more I like them". The mean score for Factor 3, interest in foreign language, was 3.91 for the immersion students and 4.04 for the FLES students. The students responded to items such as "I enjoy meeting and listening to people who speak other languages", and "If I were visiting a foreign country, I would like to be able to speak the language of the people."

Parental encouragement was the label for Factor 4. It included such items as "My parents feel that I should really try to learn Spanish" and "My parents try to help me with my Spanish". The mean score for the immersion students was 4.18 and 3.75 for the FLES students. Factor 5, attitudes toward learning Spanish, consisted of items such as the following: "I enjoy learning Spanish" and "Spanish is an important part of any school's program." The mean score on Factor 5 for the immersion students was 4.11 and for the FLES students, 4.28. Finally, Factor 6, Spanish class anxiety, contained items asking the students about their affective reactions to using Spanish. For example, items such as "I am afraid that the other students will laugh at me when I speak Spanish class" and "It embarrasses me to volunteer answers in our Spanish class" were included in Factor 6. The immersion students earned a mean score of 3.68 on Factor 6 while the mean

score of the FLES students was 3.44.

A discriminant analysis was conducted using Factors 2 through 6 to determine which factor or factors contributed to the differences between the immersion and FLES students. Factor 4, parental encouragement, was found to be significant at the .01 level. There were no other significant differences found between the two groups.

Did the students' attitudes account in any way for their performance on the COPE? The results of a regression analysis revealed that no factor accounted for any significant amount of the variance on the COPE (both total and subscores) for the immersion students. However, several of the factors accounted for a significant portion of the variance in the FLES students' results both for the COPE total scores and for the subscores. Specifically, Factor 2, interest in foreign language, and Factor 6, Spanish class anxiety, accounted for 36% of the total variance for the COPE final score. Similarly, Factor 2, Factor 4 (parental encouragement), and Factor 6 combined to account for 22% of the variance on the subscore for comprehension. Forty-six percent of the variance on the grammar subscore is accounted for by Factors 2, 4, and 5 on the fluency subscore. Finally, Factors 2, 4, and 6 contributed to 44% of the variance on the vocabulary score.

FLEX Program Results. In order to elicit detailed information about **within** program variation, it was decided to conduct an in-depth analysis of one of the program types. The FLEX program was chosen for additional analysis since language proficiency data for

FLEX students had not been obtained for the reasons previously mentioned. Results from the three FLEX sites were analyzed to assess differences in attitudes among FLEX students in various programs.

How did the FLEX sites rank in comparison with each other? The first five factors in the questionnaire (excluding Spanish class anxiety) were combined to attain an overall positive score for each site. When looking at the overall positive scores, there were a wide range of attitudes among the FLEX students. Overall, students at Site X1 scored higher than students at both Sites X2 and X3 (see Table 5). Differences were significant between Site X1 and X3 scores but not between Sites X1 and X2. More specifically, students at Site X1 scored significantly higher than students at Site X3 in two areas: Factor 2, their attitude toward Spanish-speaking people, and Factor 5, their attitude toward learning Spanish. A major contributing factor to the differences in attitudes of the two sites is probably the ethnic makeup of the school district and community. Site X1 has a large percentage of Hispanics in the community while Site X3 has few Hispanics and indeed few minorities at all. It can be suggested that exposure to and awareness of Hispanics in the community contributes to the development of a positive attitude toward Spanish-speaking people. In addition, it is apparent that these children in Site X1 who have been exposed to speakers of the language and have seen and observed Spanish being used for real communication have developed a more acute interest in learning the language, perhaps because they see

TABLE 5

FLEX ATTITUDE DATA - MEAN RAW SCORE*

	(1) NA		(2) ATSS/I		(3) IFL		(4) PE		(5) ATLS/I		(6) SCA	
	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.
ALL FLEX	3.57	5	3.54	9.4	3.86	5.6	3.12	8.4	3.85	12	2.6	4.7
Site X3	3.57	4.7	3.38	7.8	3.86	5.7	3	7.5	3.54	13	2.6	4.4
Site X2	3.43	5.8	3.92	13	4.14	5.6	3.37	11	4	16	3	5.5
Site X1	3.57	5.1	3.61	9.8	3.86	5.4	3.12	8.6	4.08	10	2.6	4.8
Individual Schools												
X3A	3.57	4.7	3.54	7.1	3.86	5.6	3.12	7	3.92	11	2.8	4.7
X3B	3.57	4.6	3.23	8.2	3.71	5.8	2.75	7.6	3.08	13	2.4	4.1
X1A	3.57	4.9	3.77	9.8	3.86	5.4	3.12	9	4.08	11	2.6	4.9
X1B	3.43	6.0	3.23	7.4	3.86	5.2	2.87	6.8	4.08	9	2.6	4.7

Key:

(1) Need for Achievement
(2) Attitude Toward Spanish Speakers/Integrative
(3) Interest in Foreign Language
(4) Parental Encouragement
(5) Attitudes Toward Learning Spanish/Instrumental
(6) Spanish Class Anxiety

*Scores are out of possible total of 5 points. The higher the score, the more positive the attitude, except in the case of Spanish Class Anxiety, where the opposite is the case.

Note: S.D. = Standard Deviation. The S.D. is computed on the mean score for entire factor, not on the individual questions.

a reason for learning it. In contrast, students at Site X3 have had little exposure to the language outside the classroom and may not have heard fluent speakers of the language other than their teachers.

How did FLEX schools within the same school district compare with each other? Interestingly, there were also significant differences in attitudes of FLEX students from schools within the same district. Responses were significantly different between Schools X1A and X1B as well as between the two schools in Site X3 (Schools X3A and X3B).

In examining results from schools X1A and X1B, differences were found to be significant in one category: attitudes towards Spanish speakers. There are three possible factors that could contribute to this difference in attitudes. First, students in school X1A had had more years of Spanish instruction than students in school X1B. Also, students in X1A had had more opportunities to travel to Spanish-speaking countries than their counterparts in the other program. Lastly, students in X1A came from families where it was more likely that they would have been exposed to Spanish at home. It appears that the students who had had more exposure to Spanish-speaking people, whether in the classroom, abroad, or at home, tended to develop more positive attitudes. Interestingly, school X1A has a program taught by community volunteers compared to the program at school X1B taught by a trained foreign language teacher.

In examining the differences between the two schools at

another site, schools X3A and X3B, significant differences were found in three areas: a) attitudes toward Spanish speakers, b) parental encouragement, and c) attitudes toward learning Spanish. The more positive attitudes of students at school X3A can probably be attributed to at least three factors. First, the students at school X3A are more homogeneous while students at school X3B come from diverse backgrounds. Second, students in school X3A come from a higher socio-economic level and their parents have more education. Lastly, the home environment of students in the two schools differs. Students at school X3A are more likely to find one parent at home when they get home from school while both parents of students at school X3B generally work outside the home so children come home to an empty house, babysitter, or a neighbor's house. In comparing these schools, it becomes obvious that a variety of external factors, in addition to curriculum design, teaching methodology, and intensity of instruction, may have significant impact on the students' development of attitudes toward the Spanish language and culture.

In summary, the questionnaire results showed that FLEX students, in general, recorded positive attitudes toward the Spanish language and culture. In particular, students scored more positively in their attitudes toward learning Spanish and attitudes toward Spanish speakers than in the other four categories. One finding, in support of FLEX programs, showed that the more exposure students had had to Spanish speakers, whether it was in the classroom, in other countries, or at home, the more positive their

attitudes were toward speakers of Spanish. This would imply that elementary school language programs should begin as early as possible in the school curriculum in order for children to develop positive attitudes toward speakers of other languages.

The overall positive results of the FLEX questionnaire data are a good reflection on the FLEX programs, the teachers, the staff, and the school districts. In a time when some educators are questioning the benefits of elementary school foreign language instruction, it is rewarding to know that even the students receiving a limited exposure to foreign language in FLEX programs have developed positive attitudes toward another language and culture.

IV. CONCLUSION

The results of this study provide valuable information about the foreign language skills of immersion and FLES students and about their attitudes toward the target language and culture. Three findings stand out. First, we know much more about the immersion students' ability to use the foreign language to accomplish both academic and social tasks. We know that they are adept at describing how to order food in their school cafeteria to a visitor in a role play situation. Furthermore, we have seen that they can successfully label objects used in science experiments and describe their uses and functions. From the results of this study, we also have much more detailed information about the various components of oral language. The results demonstrate the high levels of comprehension on the part of the immersion students and provide a much clearer picture of their fluency. The results also confirm a hierarchy of language skills acquired in the immersion setting. The students are strongest in comprehension, followed by fluency and vocabulary, and weakest in grammar.

The second major finding relates to the results of the FLES Test. The results clearly indicate that the FLES students have mastered the themes and topics which are typically taught in a FLES curriculum. FLES students, for example, can correctly recognize expressions for weather and can label food terms appropriately. Thus, if realistic goals are set, FLES programs can successfully

meet their objectives.

The third finding pertains to the results of the language and culture questionnaire. Clearly, a major benefit of early foreign language learning is the development of positive attitudes toward the second language and culture. The comparison of the FLES, immersion, and FLEX data revealed that all the students had developed positive attitudes along a number of dimensions contained in the factors. In fact, the only significant difference was the especially strong influence of parental encouragement, a finding that corroborates a previous study with immersion students (Snow, Padilla and Campbell, 1988). Considering the voluntary nature of immersion programs and the strong parent role in establishing and maintaining immersion programs, the finding is not surprising. Lastly, it was especially rewarding to find that even the students receiving a limited amount of exposure to foreign language in FLEX programs have developed positive attitudes toward the language and culture.

Limitations of the Study

Finding a suitable assessment instrument for a comparative study of different types of instructional programs is a difficult task. In the Campbell et al. (1985) study, the researchers expressed dissatisfaction with the MLA Cooperative Tests of Spanish and French on several counts. First, it was speculated that the speaking subtest results were skewed; the structured tasks probably favored the FLES students and failed to tap the true potential of the immersion students. Moreover, the types of tasks presented,

such as sentence repetition, were not reflective of the kinds of authentic functions for which speakers use the second language. Secondly, many of the MLA tasks required the students to manipulate language in ways in which they were unfamiliar, i.e., change past tense to past perfect or active to passive voice. Thus the MLA (understandably so since it was developed in the 1960's) does not reflect current second/foreign language methodologies which are more communicative-based.

The current study, therefore, attempted, among other goals, to replicate the Campbell et al. (1985) study using an oral assessment instrument (the COPE) which is more in line with the communicative-oriented movement in foreign language education. Also, it was developed specifically for elementary school students who have had extensive exposure to the foreign language. From the results, a much richer description of the immersion students' foreign language abilities, specifically their oral skills, was obtained. However, a trade off had to be made in the case of the FLES students. While the COPE revealed much about the immersion students' oral skills, it also revealed the general inability of the FLES students to deal with the same types of academic and social tasks. Thus, the COPE revealed very little about what the FLES students are capable of doing orally.

A second limitation of the study concerns the difficulty of obtaining truly comparable sites for study. Efforts were made to select sites which met the criteria discussed at the outset of the report, but variables such as instructional style of teachers,

student population, and other programmatic differences are difficult, if not impossible, to control for. For example, it was not possible to find FLES programs for the study that offered a comparable number of years of instruction in the foreign language as immersion programs. As such, extensive qualitative data were collected to complement the test and questionnaire results and to provide an additional source of information for interpreting the findings.

A third limitation relates to the interpretation of the attitudinal data. Critical questions arise as to the exact nature of attitudes of 10- and 11-year-old children. Can students' attitudes actually be measured by a questionnaire of this nature? Have students of this age actually developed attitudes about the concepts we have tested (or are we really measuring their parents' attitudes)? A lack of development of opinions and attitudes toward certain topics may partially account for the large number of responses centering around the neutral "don't know" response.

Future Research Issues

As with most research, this study may raise as many questions as it answers. Knowing what we now know about proficiency levels attainable by immersion and FLES students, a fundamental question arises concerning the general issue of what kind of programs to recommend to schools across the country. If we are striving to attain language competence for all Americans, is it better to offer limited exposure to many children (FLES) or intensive exposure to fewer children (immersion)? This question can first be addressed

by investigating state and national foreign language initiatives and priorities to find out exactly what the overall language goals are for K-12 students. Then, the goals and limitations of both types of programs should be evaluated so recommendations can be made to school districts as to how best to optimally design language programs at the elementary school level.

In a similar vein, a second question deals with how these students who have been involved in early language programs continue their foreign language studies at the secondary level. Ideally, school districts with FLES or immersion programs have planned for a continuation of foreign language study to build on what has been learned in the elementary school. In reality, though, this is often not the case. Students are often placed in the "regular" sequence of classes (Rhodes and Oxford, 1988) where their past language experience is not taken into account. Do these students continue to excel in their language classes, no matter what accommodations are made for them? Or do they lose interest? Will they reap the benefits of their early start in language study or do they lose that advantage somewhere along the way? These questions can only be addressed in a longitudinal study of foreign language programs.

A final question of interest deals with a specific aspect of the findings of this study. It was found that immersion students, while excelling in overall language proficiency, scored lower in grammar than the other skills of comprehension, fluency, and vocabulary. The question that immediately comes to mind concerns

the role of grammar in immersion programs. How can immersion programs improve the teaching of grammar? Can grammar instruction be incorporated in communicative activities so that it is not taught in a traditional rote memorization manner? Studies conducted in Canada have documented that immersion students do not have native-like grammar, but little research has been conducted in the U.S. on this topic. This is an important research issue which needs to be addressed in future studies: Can the teaching of specific grammatical structures improve students' use of grammar in real-life communication? What methods can best be used to successfully refine immersion students' grammar skills?

Implications for Program Design

Conclusions from the study provide us with implications and suggestions for school administrators, teachers, and others responsible for designing elementary school foreign language programs:

1. The amount of time devoted to instruction in the foreign language is highly correlated with levels of proficiency achieved. In this study, immersion students outperformed FLES students and intensive FLES students achieved higher scores than regular FLES students. In fact, frequency of instruction seems to be as important as intensity. The intensive FLES students only received 30 minutes more instruction per week than the regular FLES students in the same school but they received instruction everyday rather than twice a week. Results such as these should be kept in mind when setting up new foreign language programs and determining

objectives which can be reasonably accomplished.

2. The learning of language through content instruction is the key feature of immersion education. FLES programs can move in this direction by bringing in topics or themes from the regular school curriculum. This content-based approach may compensate for the more limited exposure to the foreign language available to FLES students and, ultimately, lead to higher levels of proficiency than possible in the traditional FLES model which focuses on language as the object of study.

3. The immersion students' poor showing in the grammar category on the COPE is consistent with many previous studies in both the United States and Canadian immersion settings. It is obvious that greater emphasis must be placed on designing instructional activities that teach grammar while giving immersion students extended opportunities to use the foreign language productively.

4. Finally, results point to the important influence of factors such as staff continuity, well-planned articulation, parental encouragement, and curriculum design and content on student achievement. The elementary schools that were part of a longer K-12 articulated foreign language sequence proved to have more opportunities for long-range curriculum planning and thus had more of a chance to reach their potential.

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APPENDIX A

PARTICIPANTS IN STUDY

SCHOOL CODE	SUBJECTS	M	F	AGE	GRADE	YEARS OF STUDY
I1	27	13	14	10-11	5	4-6
I2	39	16	23	10-12	5,6	4-6
I3	19	12	7	10-11	5	4-6
F1	24	10	14	11-12	6	2-6
F2	25	9	16	10-12	5,6	1-4
F3	26	10	16	10-12	6	2-7
X1a	104	47	57	9-12	4,5	1-6
X1b	32	18	14	9-11	4,5	1-4
X2	25	16	9	8-12	3,4,5,6	1-4
X3	104	64	40	9-12	5,6	1-3

*Please note that I1-3 = immersion program sites, F1-3 = FLES program sites and X1a-X3 = FLEX program sites.

APPENDIX B

IMMERSION SCHOOL CHARACTERISTICS

Initiated by	Ethnicity of students	Selection criteria	% of content course taught in foreign language per week	% of formal foreign language instruction per week	No. of language teachers per school	No. of language teachers who are native speakers
I1						
Foreign Language Supervisor & Court-ordered Desegregation	44% Anglo 41% Black 13% Hispanic 1% Asian 1% Native American	Parental choice	K-1: 100% 2: 90% 3: 85-80% 4-5: 80%	5% (approx.)	12	2
I2						
Parents	85% Anglo 15% Hispanic, Vietnamese, Native American	Parental choice	1: 100% 2: 90% 3: 70-80% 4: 60-70% 5: 25% 6: 30%	5% (approx.)	6	at least 2
I3						
University Professor	55% Anglo 20% Hispanic 13% Black 12% Asian and other	Parental choice	K-2: 100% 3: 80% 4-5: 70%	5% (approx.)	5	1

APPENDIX B, CONT.

FLES SCHOOL CHARACTERISTICS

Initiated by	Ethnicity of students	Selection criteria	% of content course taught in foreign language per week	% of formal foreign language instruction per week	No. of language teachers per school	No. of language teachers who are native speakers
F1						
School Board Mandate for more languages	Large % of minority	required for all except emotionally disturbed	0%	6%	1	0
F2						
Parents, teachers & grant to develop ALM materials	92% Anglo 4% Black 2% Asian 2% Hispanic	required for all	0%	Grades 3-5: 4% Grade 6: 6%	1-2 (6 total)	2
F3						
School board	42.8% Anglo 27.4% Black 28.8% Hispanic 1.0% Asian	must be at grade level in reading	0%	Intensive: 8% Regular: 3.3%	1-2 (8 total)	1

APPENDIX B, CONT.

FLEX SCHOOL CHARACTERISTICS

Initiated by	Ethnicity of students	Selection criteria	% of content course taught in foreign language per week	% of formal foreign language instruction per week	No. of language teachers per school	No. of language teachers who are native speakers
X1a						
Started by volunteer parents & local interest	Large percentage minority	Teacher/parent request	0%	2-3%	1-2 (63 total in program)	(60% total in program)
X1b						
School board (grant)	Large percentage minority	School requirement	0%	3%	1	1
X2						
Teacher/parents	Small percentage minority	All students	0-5%	2-5%	1	0
X3						
PTA & School Board	Small percentage minority	All students	0%	3%	1.6 (8 teachers in 5 schools)	0

APPENDIX C

KEY TO SITE DESCRIPTIONS

TYPE OF PROGRAM	NUMBER OF SITES	SCHOOL CODE NUMBERS
Spanish Immersion	3	I1 I2 I3
Spanish FLES	3	F1 F2 F3
Spanish FLEX	4	X1a X1b X2 X3

APPENDIX C, CONT.

SCHOOL # I1

SITE DESCRIPTION

I. TYPE OF PROGRAM - Spanish Immersion
Grades K-5

II. GOALS - The Spanish immersion students who complete the K-5 sequence should be able to: 1) communicate fluently (understand, speak, read and write) in the foreign language with ability to function in the language in the classroom and everyday life; 2) perform in English language arts and on a district-wide reading test as well or better than their monolingual peers; 3) acquire an understanding, knowledge, and appreciation of other cultures; 4) achieve proficiency in the foreign language and English so that they are able to continue their studies in both languages; and 5) achieve skills and knowledge in all subject areas equal to or greater than their monolingual peers, as measured by the district's standardized tests.

III. METHODOLOGY - The methodology used in this program is the "immersion methodology": the foreign language is used to teach regular subjects.

IV. CURRICULUM - The curriculum is the regular school distict's curriculum adapted for use in the Spanish classroom.

V. COURSE SEQUENCE AND CONTACT HOURS - The kindergarteners and first graders receive all instruction in the foreign language. The second graders spend 30-45 minutes a day (approximately 10% of day) in English reading and language arts. The fourth and fifth graders spend an hour and a half daily in English.

VI. SKILLS EMPHASIS - The program ranks the language skills in the following order of importance for their program, from most to least important: 1) listening, 2) speaking, 3) reading, 4) writing, and 5) cross-cultural understanding.

VII. ARTICULATION - The immersion students continue on to the middle school (grades 7 and 8) and high school where they are offered at least 2 courses in the foreign language (a language arts course and a content area course, e.g., social studies or mathematics).

SCHOOL I1: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 4-6 YEARS OF SPANISH

TOTAL	SEX		GRADE		AGE	YEARS OF SPANISH		
	M	F	5	10	11	4	5	6
N = 27	13	14	27	17	10	1	10	16
% = 100	48.1	51.9	100	63	37	3.7	37	59.3

APPENDIX C, CONT.

SCHOOL # I2

SITE DESCRIPTION

I. TYPE OF PROGRAM - Spanish Immersion
Grades 1-6

II. GOALS - Students who complete the 1-6 sequence should be able to communicate fluently (understand, speak, read, and write) in Spanish as well as master the subject matter.

III. METHODOLOGY - No specific methodology.

IV. CURRICULUM - Follow the district curriculum and use texts by Crane, Economy, Houghton Mifflin.

V. COURSE SEQUENCE AND CONTACT HOURS - The first graders receive all instruction in the foreign language. The second graders spend 30 minutes a day (approximately 10% of day) in English reading. The third graders spend 20-30% of the day in English reading and spelling. The fourth graders spend 30-40% of the day in English language arts (reading, spelling, and grammar). In fifth grade, 75% of the day is in English and in sixth grade, 60% of the day is in English.

VI. SKILLS EMPHASIS - Listening is most important followed by speaking, reading, writing and cross-cultural understanding.

VII. ARTICULATION - At the junior high school, social studies/history and language arts/literature are offered in Spanish during a two hour block.

SCHOOL I2: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 4-6 YEARS OF SPANISH

TOTAL	SEX		GRADE		AGE			YEARS OF SPANISH		
	M	F	5	6	10	11	12	4	5	6
N =39	16	23	21	18	14	21	4	1	21	17
% =100	41	59	53.8	46.2	35.9	53.8	10.3	2.6	53.8	43.6

APPENDIX C, CONT.

SCHOOL # I3

SITE DESCRIPTION

I. TYPE OF PROGRAM - Spanish Immersion
Grades K-5

II. GOALS - Students who complete the K-5 immersion sequence should be functionally fluent in Spanish. "Functional fluency" is a level of competency that enables the student to manage in a Spanish-speaking country as do 11-year-olds in that country.

III. METHODOLOGY - No specific methodology.

IV. CURRICULUM - Use teacher-developed curriculum.

V. COURSE SEQUENCE AND CONTACT HOURS - Students in grades K-2 receive all instruction in Spanish. In grade 3, students receive 20% of instruction in English and in grades 4 and 5, 30% in English.

VI. SKILLS EMPHASIS - The program ranks the language skills in the following order of importance for fifth grade, from most to least important: 1) reading, 2) writing, 3) listening, 4) speaking, and 5) cross-cultural understanding.

VII. ARTICULATION - This immersion program feeds into a middle school program where students continue the immersion program.

SCHOOL I3: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 4-6 YEARS OF SPANISH

TOTAL	SEX		GRADE	AGE		YEARS OF SPANISH		
	M	F	5	10	11	4	5	6
N = 19	12	7	19	18	1	1	3	15
% = 100	63.2	36.8	100	94.8	5.3	5.3	15.8	78.9

APPENDIX C, CONT.

SCHOOL # F1

SITE DESCRIPTION

I. TYPE OF PROGRAM - Spanish FLES
Grades 4-6

II. GOALS - The goal of the program is to introduce children to the language with a focus on listening and speaking skills. Children will also gain an appreciation for cultures other than their own.

III. METHODOLOGY - Teacher uses a combination of total physical response, the communicative approach, and various other approaches.

IV. CURRICULUM - The teacher uses the FLES curriculum developed for the public school district.

V. COURSE SEQUENCE AND CONTACT HOURS - Students receive 20 minutes of instruction per day, five days a week starting in 4th grade. By 6th grade, the schedule switches to twice a week for 60 minutes (total of 2 hours of instruction).

VI. SKILLS EMPHASIS - The program ranks the language skills in the following order of importance for their program, from most to least important: 1) listening, 2) speaking, 3) cross-cultural understanding, 4) reading and 5) writing.

VII. ARTICULATION - Students may continue Spanish instruction at the secondary level either at the same level of intensity or opt for a partial immersion program, depending on the middle school they attend.

SCHOOL F1: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 0-6 YEARS OF SPANISH

	TOTAL	SEX		GRADE	AGE		YEARS OF SPANISH			
		M	F	6	11	12	0	2	3	6
N =	24	10	14	24	17	7	1	15	7	1
% =	100	41.7	58.3	100	70.8	29.2	4.2	62.5	29.2	4.2

APPENDIX C, CONT.

SCHOOL # F2

SITE DESCRIPTION

I. TYPE OF PROGRAM - Spanish FLES
grades 3-6

II. GOALS - This foreign language program has the mutual interdependent goals of effective communication and cultural understanding.

III. METHODOLOGY - No specific methodology is used although teachers use a multi-sensory approach and are familiar with the ACTFL/ETS proficiency guidelines and orientation behind them. Teachers have weekly meetings to plan and coordinate lessons.

IV. CURRICULUM - Teachers follow the district curriculum which is currently undergoing revision to more closely match the ACTFL/ETS proficiency guidelines.

V. COURSE SEQUENCE AND CONTACT HOURS - In grades 3-5, students receive fifteen minutes daily of foreign language instruction; in grade 6, they receive 22 minutes daily.

VI. SKILLS EMPHASIS - In grades 3 and 4, 50% of instructional time is spent on speaking, 25% on listening, 15% on reading and 10% on writing. In grades 5 and 6, equal emphasis is put on all four skills.

VII. ARTICULATION - This program is well articulated with grades 7-12, particularly due to cycling of all foreign language teachers through grades 3-12.

SCHOOL F2: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 1-4 YEARS OF SPANISH

	TOTAL	SEX		GRADE			AGE		YEARS OF SPANISH			
		M	F	5	6	10	11	12	1	2	3	4
N =	25	9	16	8	17	7	16	2	2	1	9	13
% =	100	36	64	32	68	28	64	8	8	4	36	52

APPENDIX C, CONT.

SCHOOL # F3

SITE DESCRIPTION

I. TYPE OF PROGRAM - Spanish FLES (regular and intensive)
Grades 5-6

II. GOALS - The primary goal of this program is the fostering of cross-cultural understanding. Within that framework, emphasis is placed on developing listening, speaking, then reading and writing skills.

III. METHODOLOGY - No specific method is prescribed but teachers are encouraged to use music, drama, poetry, total physical response, books, and videos. Teachers meet monthly to swap ideas, work on lessons, and share problems and concerns.

IV. CURRICULUM - Teachers follow a curriculum which was developed by both teachers and the foreign language coordinator.

V. COURSE SEQUENCE AND CONTACT HOURS - The regular strand meets twice a week for 30 minutes each time and the intensive strand, which is offered at two magnet schools, meets for thirty minutes each school day.

VI. SKILLS EMPHASIS - The program starts off emphasizing listening skills, then speaking, and then reading and writing skills.

VII. ARTICULATION - Both regular and intensive strands are well-articulated with the secondary school language program.

SCHOOL F3: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 2-7 YEARS OF SPANISH

	TOTAL	SEX		GRADE		AGE		YEARS OF SPANISH			
		M	F	6	10	11	12	2	3	5	7
N =	26	10	16	26	1	24	1	17	1	1	7
% =	100	38.56	61.5	100	3.8	92.3	3.8	65.4	3.8	3.8	26.9

APPENDIX C, CONT.

SCHOOL # X1a

SITE DESCRIPTION

I. TYPE OF PROGRAM - FLEX
Grades K-6

II. GOALS - This program has the promotion of cross-cultural understanding as its main goal as well as the encouragement of interest in foreign language learning.

III. METHODOLOGY - This program does not subscribe to any specific methodology but volunteer teachers are given initial training.

IV. CURRICULUM - Teachers follow a curriculum which has developed specifically for this program.

V. COURSE SEQUENCE AND CONTACT HOURS - Students in grades K-6 receive thirty minutes to one hour of instruction per week in the target language. In most cases, the whole class is involved while in some schools, only groups of selected students may participate.

VI. SKILLS EMPHASIS - The program ranks the language skills in the following order of importance for their program, from most to least important: 1) cross-cultural understanding, 2) speaking, 3) listening. Reading and writing are not taught.

VII. ARTICULATION - There is no articulation between this elementary school program and the middle school program. In grades 6-8, students receive minimal foreign language instruction (6-12 weeks). Since the elementary school program is run by volunteers and offers a varying amount of instruction, this school district has found it easier to start all students, irregardless of background, at the same level in middle school.

SCHOOL X1a: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 1-6 YEARS OF SPANISH

TOTAL	SEX		GRADE		AGE				YEARS OF SPANISH					
	M	F	4	5	9	10	11	12	1	2	3	4	5	6
N =104	47	57	26	78	17	67	18	2	72	21	6	1	2	2
% =100	45.19	54.81	25.24	74.76	16.35	64.42	17.31	1.92	69.2	20	5.8	.96	1.92	1.92

APPENDIX C, CONT.

SCHOOL # X1b

SITE DESCRIPTION

I. TYPE OF PROGRAM - Spanish FLEX
Grades 3-5

II. GOALS - The central goal of this experimental program is to develop cross cultural understanding.

III. METHODOLOGY - No specific methodology is used but specially developed materials including audio and video cassettes are used to teach Spanish.

IV. CURRICULUM - This program uses a curriculum which was developed by a nearby school board.

V. COURSE SEQUENCE AND CONTACT HOURS - The students in this program receive one hour per week of instruction for grades 3-5.

VI. SKILLS EMPHASIS - The primary focus is on the development of cross-cultural understanding but instruction focuses also on listening, speaking, reading and writing.

VII. ARTICULATION - There is no articulation between this program and the middle school.

SCHOOL X1b: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 1-4 YEARS OF SPANISH

	TOTAL	SEX		GRADE		AGE			YEARS OF SPANISH			
		M	F	4	5	9	10	11	1	2	3	4
N =	32	18	14	1	31	3	16	13	18	7	6	1
% =	100	56.25	43.75	3.12	96.87	9.38	50	40.62	56.25	21.88	18.75	3.12

APPENDIX C, CONT.

SCHOOL # X2

SITE DESCRIPTION

I. TYPE OF PROGRAM - FLEX
Grades K-6

II. GOALS - This program has as its goals to give students an appreciation for the Hispanic culture, people and language.

III. METHODOLOGY - This program does not subscribe to a specific methodology. It does, however, tie into the overall approach of the school - hands on, participatory learning.

IV. CURRICULUM - This program does not have a separate curriculum but ties into and complements the school core curriculum. Additional topics, or vocabulary are supplied in response to students'interests.

V. COURSE SEQUENCE AND CONTACT HOURS - Contact hours vary from daily to twice a week. Pre-K to grade 2 receive about 15 minutes a session and grades 3-6 receive up to 30 minutes a session. (Note that grades 5 and 6 receive the most instruction since their regular classroom teacher is also the Spanish teacher. Spanish is incorporated frequently into the regular class subjects.)

VI. SKILLS EMPHASIS - In this program, listening and speaking skills are considered most important with reading and writing not introduced until grades 3-6.

VII. ARTICULATION - There is no articulation between this elementary school Spanish program and the language program at the middle school.

SCHOOL X2: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 1-4 YEARS OF SPANISH

TOTAL	SEX		GRADE				AGE					YEARS OF SPANISH			
	M	F	3	4	5	6	8	9	10	11	12	1	2	3	4
N =25	16	9	10	5	4	6	6	7	4	7	1	4	18	2	1
% =100	64	36	40	20	16	24	24	28	16	28	4	16	72	8	4

APPENDIX C, CONT.

SCHOOL # X3A and X3B

SITE DESCRIPTION

I. TYPE OF PROGRAM - FLEX
Grades 4-6

II. GOALS - The goals of this program are: 1) to provide an introduction to and basic instruction in foreign languages, 2) to begin to develop respect for other peoples and cultures, 3) to develop a positive attitude towards language learning, 4) to develop listening and speaking skills, 5) to build a foundation for future language learning, and 6) to provide enrichment to other curricular areas.

III. METHODOLOGY - The methods used in this program are primarily the natural approach and total physical response. Culture is incorporated into all lessons.

IV. CURRICULUM - This curriculum is a language-based curriculum which was developed for this specific program.

V. COURSE SEQUENCE AND CONTACT HOURS - Students receive 25 minutes of instruction twice a week. This is a three year sequence of three different languages.

VI. SKILLS EMPHASIS - This program emphasizes listening and speaking only. The primary emphasis of the program is mentioned in the goals listed above.

VII. ARTICULATION - This program is well articulated with the junior high school curriculum.

SCHOOL X3: UNIVARIATE FREQUENCIES FOR STUDENTS WITH 1-3 YEARS OF SPANISH

TOTAL	SEX		GRADE		AGE				YEARS OF SPANISH		
	M	F	5	6	9	10	11	12	1	2	3
N =104	64	40	69	35	1	17	41	45	102	1	1
% =100	61.54	38.46	66.35	33.65	.96	16.35	39.42	43.27	98.08	.96	.96

COPE Cue Cards
Diálogos 1-17

CLEAR Oral Proficiency Exam (COPE)
Spanish Version

Center for Language Education and Research
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Presentaciones **COPE Cue Cards** **Diálogo 1**

Hoy es lunes, y el estudiante mexicano acaba de llegar para visitar la escuela. Uds. se presentan.

(Al norteamericano:) Dale la bienvenida a tu compañero mexicano. Dile tu nombre, tu edad, tu grado escolar y pregúntale sobre lo mismo.

(Al mexicano:) Dile algo sobre tus pasatiempos y deportes favoritos y pregúntale sobre lo mismo.

El programa de estudios **COPE Cue Cards** **Diálogo 2**

Uds. continúan conociendose. El norteamericano le da al mexicano información sobre la escuela.

(Al norteamericano:) Explícale a tu compañero algo sobre el programa de español en tu escuela y por qué quieres estudiar español.

(Al mexicano:) Explícale qué materias se enseñan en tu escuela en México.

La cafetería **COPE Cue Cards** **Diálogo 3**

Es la hora del almuerzo, y el mexicano quiere saber cómo funciona la cafetería de la escuela.

(Al mexicano:) Pregúntale qué hay que hacer para almorzar. Pregúntale como se va a la cafetería, como se seleccionan los varios platos, y dónde puede sentarse para comer el almuerzo.

(Al norteamericano:) Pregúntale qué le parece la comida aquí y cómo son las comidas en las escuelas mexicanas.

Líneas cronológicas (Horario del día) **COPE Cue Cards** **Diálogo 4**

Ustedes están estudiando líneas (tablas) cronológicas.

(**A los dos**:) Quiero que ustedes usen éstas líneas que representan un día de 24 horas. Expliquen lo que hacen cada hora de un día típico en la escuela, su casa, o cualquier otro lugar.

(Give each student a timeline.)

La biblioteca **COPE Cue Cards** **Diálogo 5**

Uds. irán hoy a la biblioteca. El mexicano quiere saber como se usa la biblioteca.

(**Al mexicano**:) Pregúntale
--cómo buscar un libro,
--cómo sacar un libro para usar en la casa,
--cómo debe portarse en la biblioteca.

(**Al norteamericano**:) Pregúntale sobre el uso de la biblioteca en su escuela en México.

Práctica de incendios **COPE Cue Cards** **Diálogo 6**

Uds. dos están sentados en el salón de clase cuando suena una sirena muy fuerte, que es la alarma de incendios. El niño mexicano se asusta.

(**Al mexicano**:) Pregúntale qué está pasando y qué debe hacer.

Dos viajes **COPE Cue Cards** **Diálogo 7**

Ustedes están en la clase de estudios sociales examinando un mapa de los Estados Unidos y México. Están hablando de lo que van a hacer durante sus vacaciones. Cada uno, por favor, describe un viaje que vas a tomar. Habla de:

--los lugares que visitarás,
--como irás: por tren, coche, autobus, o avión
--lo que piensas hacer en los varios lugares.

(Give each student a map cue card.)

Autobuses escolares **COPE Cue Cards** **Diálogo 8**

Es la hora de salir de la escuela, y el mexicano quiere saber como funciona el sistema de transporte de la escuela.

(**Al mexicano**:) Pídele que te enseñe la parada donde vas a tomar al autobús. Pregúntale cuándo y dónde vas a tomar el autobús.

(**Al norteamericano**:) Pregúntale qué medio de transporte usa para ir a la escuela en México.

Al cine **COPE Cue Cards** **Diálogo 9**

Ustedes quieren ir al cine.

(**Al norteamericano**:) Haz una llamada al mexicano por teléfono para invitarlo al cine.

(**A los dos**:) Ustedes dos hablan sobre:
--la película que quieren ver,
--dónde van a encontrarse y a qué hora,
--a dónde irán a comer después del cine.

La vida social **COPE Cue Cards** **Diálogo 10**

Ustedes están charlando sobre la vida social.

(**Al norteamericano**:) Pregúntale cuáles son las canciones y los cantantes que más le gustan y cuáles son sus programas favoritos de televisión.

(**Al mexicano**:) Pregúntale qué tipo de ropa está de moda, qué se hace en las fiestas, y quiénes son sus amigos.

Una fiesta **COPE Cue Cards** **Diálogo 11**

Un estudiante los ha invitado a ustedes a una fiesta.

(**Al mexicano**:) Pregúntale:
--a qué hora y dónde será la fiesta,
--cómo debe vestirse,
--cuál es el motivo de la fiesta.

(**Al norteamericano**:) Pregúntale cómo son las fiestas en México, a qué hora comienzan, y qué hacen en las fiestas allá.

Proyecto de ciencias **COPE Cue Cards** **Diálogo 12**

En la clase de ciencias están estudiando la importancia de comidas nutritivas. Están haciendo un experimento con dos ratoncitos, uno que come comida buena y otro que come comida mala.

(Al mexicano:) Tu ratoncito come comida nutritiva. Explícale qué le das de comer, cómo parece el ratoncito después de una semana, y cómo se porta.

(Al norteamericano:) Tu ratoncito come comida que no es nutritiva. Explícale qué le das de comer, cómo parece el ratoncito después de una semana, cómo se porta.

Carreras futuras **COPE Cue Cards** **Diálogo 13**

Ustedes están charlando durante el recreo.

(Al norteamericano:) Pregúntale al mexicano qué carrera quiere hacer cuando sea grande y qué hace una persona en tal profesión.

(Al mexicano:) Pregúntale lo mismo, qué quiere hacer cuando sea grande.

Un choque **COPE Cue Cards** **Diálogo 14**

Un día el mexicano llega a la escuela muy emocionado.

(Al mexicano:) Dile a tu amigo que al caminar a la escuela viste un choque de dos coches.

(Al norteamericano:) Pregúntale:
--el lugar del accidente,
--dónde estaban los dos vehículos,
--si la policía y la ambulancia llegaron.

Una pelea **COPE Cue Cards** **Diálogo 15**

Ustedes están hablando durante el recreo.

(Al norteamericano:) Dile al mexicano que ayer en el patio de recreo dos niños estaban peleando. Dile cómo comenzó la pelea; qué estaba haciendo el niño cuando el otro le pegó; y qué castigo recibieron.

(Al mexicano:) Dile qué pasa en México cuando los niños pelean en la escuela.

Reglas injustas **COPE Cue Cards** **Diálogo 16**

El mexicano oyó a otro estudiante hablar de una regla de la escuela que le parece injusta.

(**Al mexicano**:) Pregúntale a su compañero:
--cuales son las reglas de la escuela
--si él piensa que hay algunas que son injustas y por qué.

(**Al norteamericano**:) Pregúntale lo mismo sobre las reglas de su escuela en México.

Equipos científicos **COPE Cue Cards** **Diálogo 17**

Aquí tienen ustedes dibujos de equipos que se usan en la clase de ciencias. Quiero que Uds. hablen de cómo se llama cada objeto y cómo se usa.

(A los dos:) Cada uno puede nombrar y describir cuatro objetos.

(Los materiales dibujados son: balanza, imán, lupa, aguja, tenacillas, frasco con tapadera, regla, y microscopio.)

Línea cronológica
Horario del día

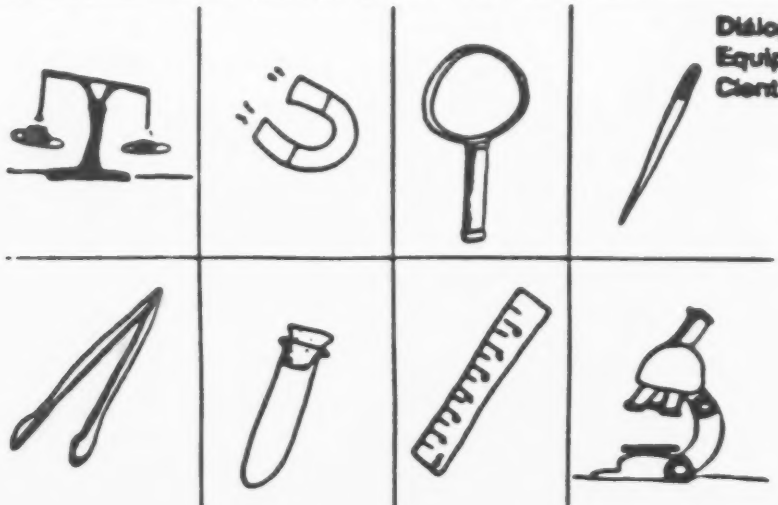
COPE Cue Cards

Diálogo 4
Ilustración

6a.m. 12 medio dia 6p.m. 12 media noche 6 a.m.

Diálogo 7
Mapa (Dos viajes)

Diálogo 17
Equipos Científicos



CLEAR ORAL PROFICIENCY EXAM (COPE) RATING SCALE FOR SPANISH

STUDENT'S NAME _____ GRADE _____ SCHOOL _____ CITY AND STATE _____ RATED BY _____ DATE _____

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR. INTERMEDIATE LOW	JR. INTERMEDIATE MID	JR. INTERMEDIATE HIGH	JR. ADVANCED	JR. ADVANCED PLUS	SUPERIOR
COMPREHENSION	Recognizes a few familiar questions and commands.	Understands predictable questions and commands in specified topic areas, though at slower than normal speed.	Can sometimes understand simple questions and commands when applied in new contexts. May understand familiar language at normal speed.	Allows fairly normal conversation with frequent clarifications (non-verbal as well as verbal).	Comprehension problems seldom evident on everyday topics. Carries out commands without prompting. May show some difficulty on unfamiliar topics.	Usually understands speech at normal speed, though some slow-downs are necessary. Can request clarification verbally.	Understands academic talk and social conversation at normal speed. May have trouble with highly idiomatic speech.	Understands complex academic talk and highly idiomatic conversation, though confusion may occur in rare instances.	Has no difficulty in conversation or in academic talk.
FLUENCY	Conversations are limited to an exchange of memorized sentences or phrases.	Operates in a limited capacity within predictable topic areas. Long pauses are common. May start sentences correctly but frequently completes them with gestures or other non-verbal means.	Uses high frequency utterances with reasonable ease. There are signs of emerging originality and spontaneity. Able to complete most sentences verbally.	Satisfies everyday social and academic needs adequately but not fully. Maintains simple conversation by answering questions.	Shows evidence of spontaneity in conversation. Maintains simple narratives. Sometimes initiates talk without relying on questions or prompts.	Maintains conversation with remarkable fluency but performance may be uneven. Uses language creatively to initiate and sustain talk.	Shows high degree of ease of speech. Reports facts easily. Explains points of view and abstract concepts in an uncomplicated fashion.	Handles most academic and social requirements with confidence.	Able to participate fully in social and academic talk. Responds with ease to highly idiomatic conversation, hypothetical situations, and discussions of abstract concepts.
VOCABULARY	Uses memorized utterances and words belonging to learned categories. Does not recognize words or phrases outside the context in which they have been learned.	Has vocabulary for common activities and objects but frequently searches for words. Recognizes known forms outside of learned contexts.	Basic formulae and words for regular activities come readily. Vocabulary adequate to minimally elaborate utterances.	Makes statements and asks questions adequately to satisfy basic social and academic needs but has difficulty explaining or elaborating them.	Permits limited discussion of topics beyond everyday social and academic needs. Attempted circumlocutions may be ineffective.	Broad enough for relatively complete discussion of familiar social and simple academic topics. Sometimes achieves successful circumlocutions.	Uses a variety of idiomatic expressions. Uses circumlocutions effectively.	Complete enough to fully discuss most academic and social topics. Flow of talk is rarely interrupted by inadequate vocabulary.	Vocabulary is extensive and groping for words is rare. Shows familiarity with idiomatic expressions and facility with less common vocabulary which permit discussion of topics in unfamiliar situations.
GRAMMAR	Utterances are usually memorized forms.	Usually achieves correct grammar in familiar patterns but accuracy is easily upset. May have a high rate of self-corrections. Reliance on patterns is greater than reliance on memorized utterances.	Grammar is largely correct for simple familiar language. Isolated forms such as past tense, but and simple connectors, and direct and indirect object pronouns may be used but cannot be generalized across grammatical structures.	Talk consists primarily of uncomplicated original sentences with correct word order. Makes little use of modifiers. Can use basic connectors such as but and because accurately. Attempts to use more complex forms are often incorrect.	Sentences show some complexity but may be inaccurate. Uses a variety of verb tenses in specific forms but does not employ the full range of possible conjugations. Pronouns still show evident inaccuracies.	Able to use the complete range of conjugations across tenses for regular verbs but does not have full control of irregular forms. Use of complex connectors, direct and indirect object pronouns usually correct.	Most forms largely but not consistently correct. Has good control of pronouns and sequencing devices— the first, but, then, etc. Shows expanded use of adjectives and adverbs.	Uses all tenses comfortably with a high degree of accuracy, though occasional errors are evident.	Control of grammar and syntax is strong enough that no major patterns of error are revealed.

Booklet # _____

FLES TEST
SPANISH

A Test for Students in **F**oreign **L**anguage
in the **E**lementary **S**chool Programs

Developed by Lynn Thompson and Gina Richardson

Center for Applied Linguistics
1118 22nd St., NW
Washington, DC 20037

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FLES TEST
SPANISH

A Test for Students in **F**oreign **L**anguage
in the **E**lementary **S**chool Programs

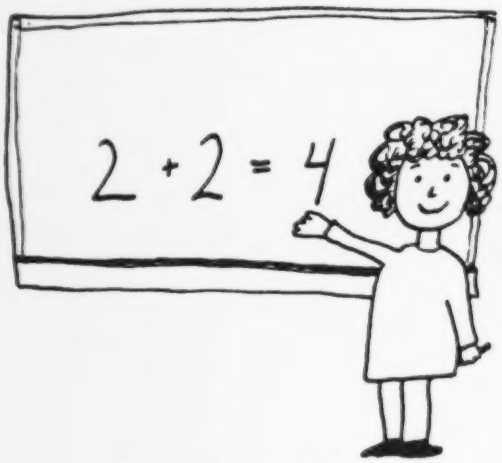
This test will begin on **the back of this page**
Please turn over the page and wait for instructions
from your teacher.

Listening, Part 1 — Describe the Picture

Listen as your teacher reads these instructions:

For each picture, you will hear a sentence. If the sentence describes the picture, mark "A" on your answer sheet. If it does **NOT** describe the picture, mark "B" on your answer sheet.

1. A) Sí B) No



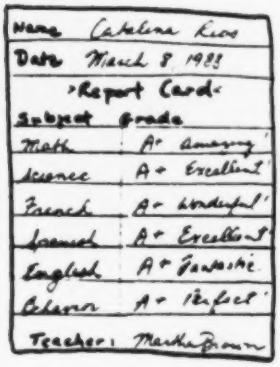
2. A) Sí B) No

3. A) Sí B) No

4. A) Sí B) No

5. A) Sí B) No

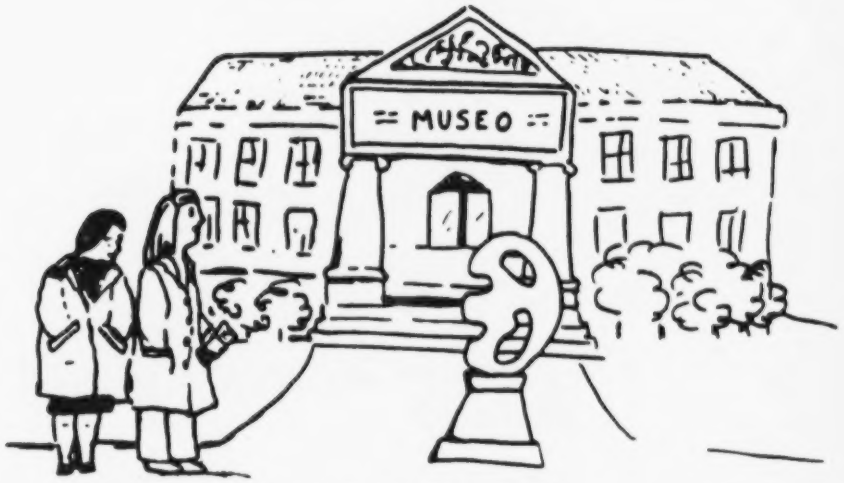
6. A) Sí B) No



7. A) Sí B) No

8. A) Sí B) No

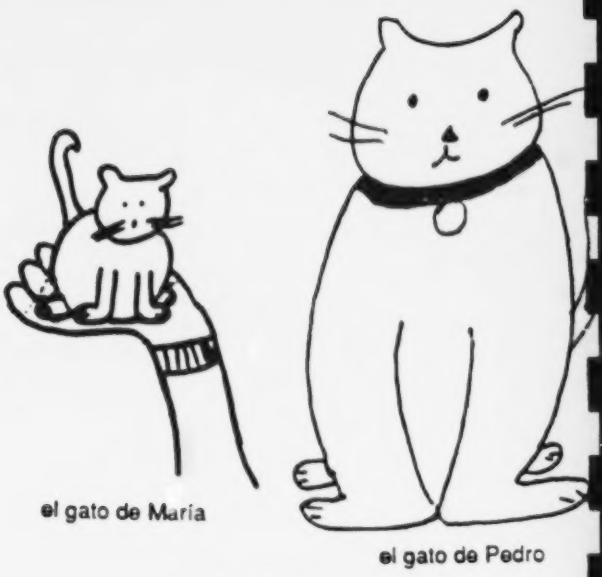
9. A) Sí B) No



10. A) Sí B) No

(Part 1, continued)

11. A) Sí B) No



12. A) Sí B) No

13. A) Sí B) No

14. A) Sí B) No

Listening, Part 2 — Describe Wonko to Your Friends

Listen as your teacher reads these instructions:

On your way to school this morning you met Wonko, an alien from Mars. Using the picture, answer the following questions you hear about Wonko. Mark the letter (A, B, or C) of the correct answer on your answer sheet.

15. A) tres
    B) seis
    C) cuatro

16. A) cuatro
    B) dos
    C) cinco

17. A) uno
    B) dos
    C) tres

Listening, Part 3 — Describe Wonko to Your Parents

Listen as your teacher reads these instructions:

Instructions: You told your parents about meeting Wonko on your way to school this morning. They want to know what he's like. Complete the sentences you hear by marking the letter (A, B, or C) of the correct answer on your answer sheet.

18. A) piernas
    B) narices
    C) brazos

19. A) ojos
    B) orejas
    C) piernas

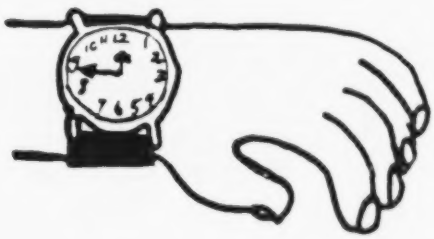
20. A) oreja
    B) pierna
    C) boca

Reading, Part 1 Telling Time

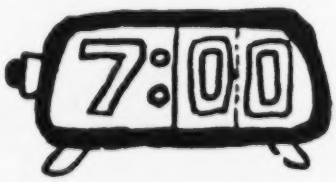
Instructions: What time is it in each picture? For each question, one of the statements (A, B, or C) correctly identifies what time it is in the picture. Decide which statement is correct for each "clock" and mark your answer on your answer sheet.

¿Qué hora es?

21. A) Son las tres y diez.
    B) Son las tres menos diez.
    C) Son las tres menos dos.



22. A) Son las doce menos diez.
    B) Son las nueve y doce.
    C) Son las doce menos cuarto.



23. A) Son las siete.
    B) Son las seis.
    C) Son las dos.

Reading, Part 2 The Family

Instructions: Look at the drawings of the families below. Complete the sentences by marking in the letters for the correct responses on your answer sheet.

Hay _____ personas en la familia de Julio.

(24) A. cinco
B. seis
C. cuatro

Julio tiene dos _____ y una _____.

(25) A. hermanos
B. hermanas
C. mamás

(26) A. hermana
B. hermano
C. hormiga

La Familia de Soledad

La familia de Soledad tiene _____ personas.

(27) A. cuatro
B. cinco
C. seis

Soledad es la _____ de la familia.

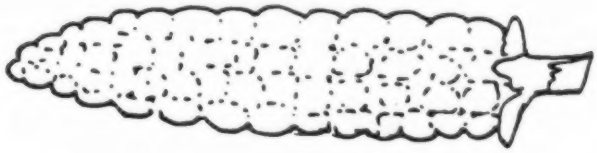
(28) A. hijo
B. hija
C. mamá

Ella no tiene hermanos, pero tiene un _____.

(29) A. abuelo
B. perro
C. tío

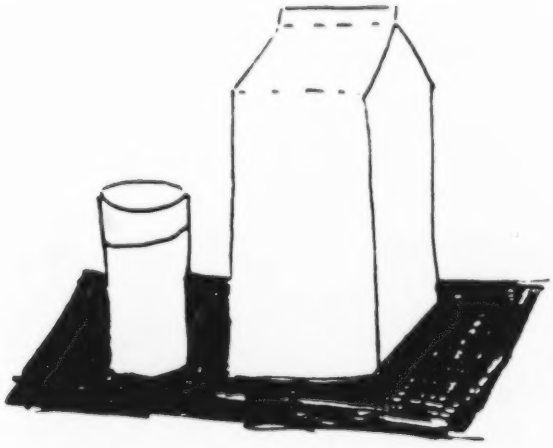
Reading, Part 3 Colors and Food

Instructions: Look at the drawings of the food below. Each drawing is followed by two questions. Mark the correct answer for each question on your answer sheet.



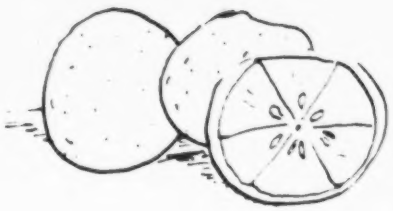
30. ¿Qué es ésto?
    A) bistec
    B) jamón
    C) maíz

31. ¿De qué color es?
    A) gris
    B) amarillo
    C) verde



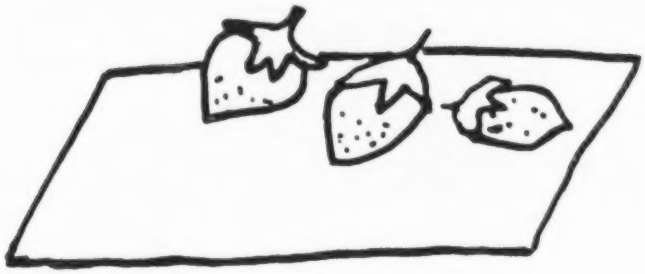
32. ¿Qué es ésto?
    A) carne
    B) leche
    C) pimienta

33. ¿De qué color es?
    A) blanca
    B) amarilla
    C) verde



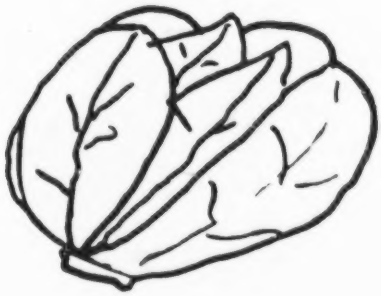
34. ¿Qué es ésto?
    A) una piña
    B) una naranja
    C) una pera

35. ¿De qué color es?
    A) anaranjada
    B) azul
    C) gris



36. ¿Qué son éstas?
    A) unas naranjas
    B) unas manzanas
    C) unas fresas

37. ¿De qué color son?
    A) rojas
    B) negras
    C) azules



38. ¿Qué es esto?
    A) pimienta
    B) lechuga
    C) sal

39. ¿De qué color es?
    A) verde
    B) azul
    C) amarillo

CANADA
ESTADOS UNIDOS
MEXICO

Reading, Part 4 The Classroom

Instructions: Look at the picture to your left. Complete the following paragraph by marking in the letters for the correct responses on your answer sheet.

Ésta es la clase de español. La maestra _____la señora Sanz.

(40) A. eres
B. es
C. son

Hay dos niños y dos niñas en la clase. Un alumno _____ Paco.

(41) A. te llamas
B. me llamo
C. se llama

Paco quiere hacer una pregunta. Él _____ la mano.

(42) A. levanta
B. baja
C. come

Una de _____ se llama Elena. Elena está _____. La otra

(43) A. las naranjas
B. las alumnas
C. las reglas

(44) A. de papel
B. de pan
C. de pie

alumna, María, está sentada. Ella toma papel y lápiz. Va a _____.

(45) A. escribir
B. comer
C. escuchar

El salón de clase es muy bonito. Hay tres ventanas en el salón. Una ventana está abierta y dos ventanas están _____. La puerta

(46) A. abiertas
B. cerradas
C. contentas

está _____. En la pared hay _____ de los Estados Unidos.

(47) A. contenta
B. abierta
C. cerrada

(48) A. un libro
B. un mapa
C. un traje

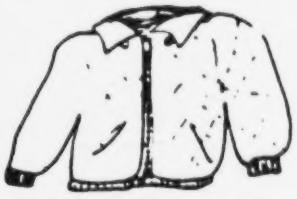
Reading, Part 5 — Clothing

Instructions: Read the following paragraph:

La señora Mendoza va de compras. Sus hijos necesitan ropa nueva. Ella compra una corbata, una chaqueta, y unos pantalones para su hijo Manuel. También compra unas cosas para su hija Pilar. Señora Mendoza compra un vestido, una falda, y unos zapatos.

Instructions: Now, for each article of clothing, mark **A** on your answer sheet if señora Mendoza **did** buy it, or **B** if she **did not** buy it.

49. A) Sí B) No



50. A) Sí B) No

51. A) Sí B) No

52. A) Sí B) No

53. A) Sí B) No

54. A) Sí B) No

55. A) Sí B) No

56. A) Sí B) No

57. A) Sí B) No

Instructions: For each calendar page listed below, there are three questions. Mark the answer to each question (A, B, or C) on your answer sheet.

58. ¿Qué día de la semana es el cumpleaños de Carlos?
    A) junio
    B) julio
    C) jueves

59. ¿Es el diecinueve de junio el Festival de los Niños?
    A) Sí
    B) No

60. ¿Tiene junio treinta y uno días?
    A) Sí
    B) No

JUNIO

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16 Cumpleaños de Carlos	17	18
19	20 Festival de los niños	21	22	23	24	25
26	27	28	29	30		

---

61. ¿Cuál es la fecha del día de Colón?
    A) Lunes, doce.
    B) Jueves, doce.
    C) Sábado, doce.

62. ¿Cuántos días hay en octubre?
    A) 29
    B) 30
    C) 31

63. ¿Cuál día de celebración hay en sábado?
    A) El día de Colón
    B) Octubre
    C) Halloween

OCTUBRE

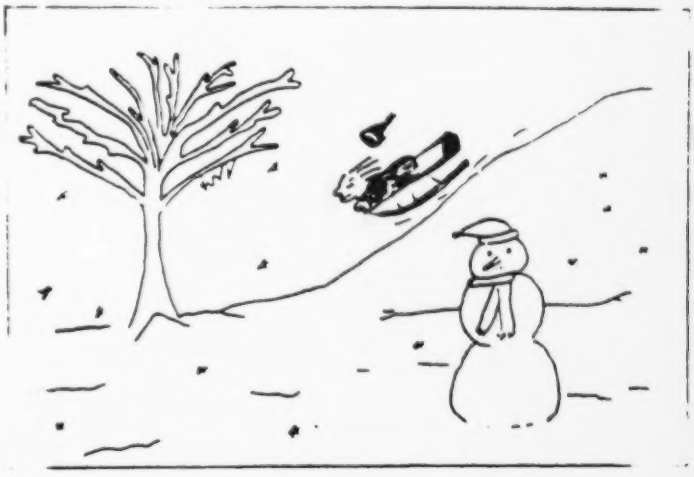
D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12 El día de Colón	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31 Halloween

Reading, Part 7 Seasons of the Year

Instructions: Look at each picture below. For each question, mark the letter of the statement that correctly answers the question.

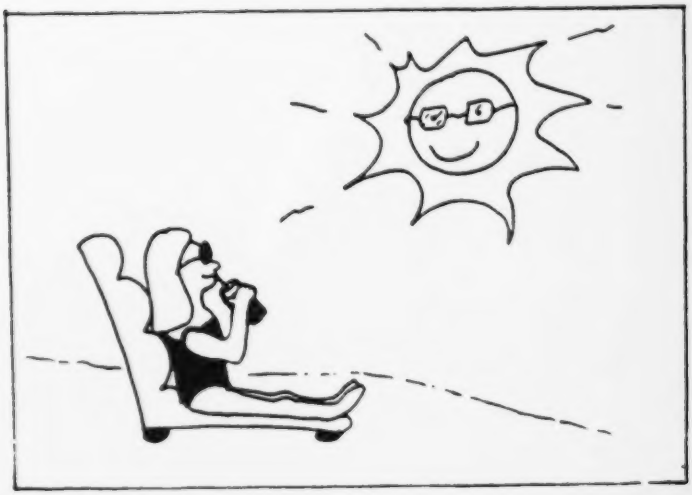
64. ¿Qué tiempo hace?
    A) Hace frío.
    B) Está lloviendo.
    C) Hace mucho calor.

65. ¿Qué estación es?
    A) Es el otoño.
    B) Es el invierno.
    C) Es la primavera.



66. ¿Qué tiempo hace?
    A) Está nevando.
    B) Hace viento.
    C) Hace calor.

67. ¿Qué estación es?
    A) Es el verano.
    B) Es el invierno.
    C) Es el otoño.



Reading, Part 8 — Greetings and Phrases

Instructions: Read each question. Then, read the three possible answers. On your answer sheet, mark the letter of the statement that is an appropriate response to the question.

68. ¿Cómo estás?
    A) Me llamo Daniel.
    B) Hace calor.
    C) Bien, gracias.

69. ¿Cómo te llamas?
    A) Tengo una hermana.
    B) Me llamo Adela.
    C) Hablo español.

70. ¿Dónde vives?
    A) Vivo en la calle León.
    B) Quiero comprar pan.
    C) Voy el jueves.

71. ¿Cuántos años tienes?
    A) Tengo mucha sed.
    B) Tengo diez años.
    C) Tengo hambre.

72. ¿Hablas español?
    A) Sí, estoy enfermo.
    B) Sí, es domingo.
    C) Sí, un poquito.

73. ¿Qué día es hoy?
    A) Hace mucho frío.
    B) Es miércoles.
    C) Es el verano.

¡FIN!

What do YOU Think?

Language and Culture Questionnaire

PLEASE PRINT

Name _____

Grade _____

School _____

Birthdate _____
month day year

Place of birth _____
city state country

Circle one: Girl Boy

Note: Your responses to this questionnaire and your identity will be kept confidential.

Center for Language Education and Research, Center for Applied Linguistics, Washington, DC, 1988.

This questionnaire has been adapted with permission from R.C. Gardner and P.C. Smythe's *National Test Battery, Language Research Group*, University of Western Ontario, 1974, and M. A. Snow's *Student Questionnaire*, 1984.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Circle the grades in which you have studied Spanish:
   Kindergarten 1st 2nd 3rd 4th 5th 6th

2. Did anyone in your family learn Spanish **before** they learned English?

   Yes_____ No_____ If yes, who? _____

   Did you? Yes _____ No _____

3. Do you speak Spanish **at home?** Yes_____ No_____

4. Do you speak Spanish **outside** your home? Yes_____No____

   If yes, **where?**

   Restaurants____ Stores____ On the street____ Church____
   With Spanish-speaking friends____ Other (give an example)_____

   If yes, **how often?**

   Always_____ Often_____ Sometimes_____ Not a lot_____

5. Did anyone in your family learn another language **before** they learned Spanish or English?
   Yes_____ No_____ If yes, what language?_____

   How about you? Yes_____ No_____

6. Have you ever traveled to a country where the people speak Spanish? Yes_____ No_____

   If yes, **which country or countries?**_____

   If yes, **how many times?** 1___ 2-3___ 4-5___ more than 6____

Section A
Directions

In this booklet there are a number of statements that some people agree with and others disagree with. There are no right or wrong statements since many people have different opinions. We would like you to give us your opinion (tell us what you think) about each statement. Circle the choice below each statement that best indicates the extent to which you disagree or agree with it.

Here is a sample item. Circle the choice below the statement that best shows your feeling.

1. Michael Jackson is the best singer who has ever lived.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

The choice you circled may be different from what other children circled because it indicates your own opinion about Michael Jackson based on everything you have seen or heard. **There is no right or wrong choice.** All that is important is that you indicate what your personal opinion is.

For each of the items on the following pages we want you to indicate what your opinions are. Read each statement carefully and give us your immediate feeling. Please be sure that you understand the statement before you answer it because we really want to find out your true feelings.

1. I hate to do an assignment with less than my best effort.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

2. Spanish speakers are very sociable, warm-hearted and creative people.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

3. I enjoy meeting and listening to people who speak other languages.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

4 People don't usually think of me as a hard worker.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

5. I enjoy learning Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

6. My parents feel that I should really try to learn Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

7. I would like to learn a lot of foreign languages.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

8. Studying Spanish is important because I think it will some day be useful in getting a good job.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

9. My parents try to help me with my Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

10. I think Spanish is boring.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

I am afraid that the other students will laugh at me when I ak Spanish.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

I enjoy hard work.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

Spanish speakers are considerate of the feelings of others.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

For the most part, Spanish speakers are sincere and honest.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

Spanish speakers are trustworthy and dependable.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

Studying Spanish can be important for me because other people will respect me more if I have knowledge of a foreign language.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

17. When I leave school, I will try to continue the study of Spanish.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

18. I want to read books in a foreign language.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

19. I plan to learn as much Spanish as possible.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

Spani speakers are very friendly and hospitable.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

21. I don't stick to goals which turn out to be hard to reach.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

22. My parents encourage me to practice my Spanish as much as possible.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

23. My parents have stressed the importance Spanish will have for me when I leave school.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

24. I don't usually make goals that are difficult for me to reach.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

25. Spanish is an important part of any school's program.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

26. Studying Spanish can be important for me because I will be able to participate more freely in the activities of Spanish speakers.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

27. My parents think that it is worth my time to study Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

28. Some of our best citizens come from families that were Spanish speaking.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

29. I hate Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

30. I always feel that other students speak Spanish better than I do.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

31. I never feel quite sure of myself when I am speaking in our Spanish class.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

32. Learning Spanish is fun.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

33. I get nervous and confused when I am speaking in my Spanish class.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

34. I love learning Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

35. My parents encourage me to study Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

36. My parents show considerable interest in anything to do with my studying Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

37. Spanish speakers are very kind and generous people.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

38. It is important for Americans to learn foreign languages.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

39. Learning Spanish is a waste of time.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

40. If I planned to stay in another country, I would make a great effort to learn the language even if I could get along in English.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

41. It embarrasses me to volunteer answers in our Spanish class.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

42. I would like to know Spanish-speaking people better.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

43. Studying Spanish can be important for me because it will allow me to meet and talk with different types of people.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

44. I would like to know more Spanish speakers.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

45. I would rather spend my time on subjects other than Spanish.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

46. Studying Spanish can be important for me because it will make me a more knowledgeable person.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

47. My parents feel that I should continue studying Spanish all through school.

Disagree a lot Disagree a little Don't know Agree a little Agree a lot

48. The more I get to know Spanish speakers, the more I want to be fluent in their language.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

49. I am not really very certain what I want to do when I'm older.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

50. If I were visiting a foreign country I would like to be able to speak the language of the people.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

51. If I had to make a choice, I would prefer to do a job that was very hard for me, rather than one that was very easy.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

52. The more I learn about Spanish-speaking people the more I like them.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

53. I often wish I could read newspapers and magazines in another language.

Disagree a lot | Disagree a little | Don't know | Agree a little | Agree a lot

End of Section A. Please go on to Section B.

Section B
Directions

Please complete each of the following sentences by circling the letter of the **one** choice that you agree with. We want to remind you that no teacher will see your questionnaire or any of your answers.

1. If there were a Spanish Club in my school, I would:
   a) not join.
   b) attend meetings regularly.
   c) attend meetings once in a while.

2. I find studying Spanish:
   a) very interesting.
   b) about as interesting as most subjects.
   c) not interesting.

3. If Spanish were not taught in school, I would:
   a) not bother learning Spanish at all.
   b) try to obtain lessons in Spanish somewhere else.
   c) pick up Spanish in everyday situations (for example, read Spanish books and newspapers, try to speak it whenever possible, etc.).

4. If it were up to me whether or not to take Spanish, I:
   a) don't know whether I would take it or not.
   b) would definitely take it.
   c) would drop it.

5. When it comes to Spanish homework, I:
   a) just read it over very quickly.
   b) put some effort into it, but not as much as I could.
   c) work very carefully, making sure I understand everything.

6. After I get my Spanish assignments back, I:
   a) throw them in my desk and forget them.
   b) always rewrite them, correcting my mistakes.
   c) look them over, but don't bother correcting mistakes.

7. When I have a problem understanding something we are learning in Spanish class, I:

a) just forget about it.
b) immediately ask the teacher for help.
c) only seek help just before the test

8. Compared to my other classes, I like Spanish:

a) the most.
b) least of all.
c) about the same as all the others.

9. If I had the opportunity and knew enough Spanish, I would read Spanish magazines and newspapers:

a) as often as I could.
b) not very often.
c) never.

10. I can honestly say that I:

a) will do well in Spanish on the basis of sheer luck or intelligence because I really do very little work.
b) really try to learn Spanish.
c) do just enough work to get along.

11. During Spanish class, I would like my teacher and classmates to speak:

a) only Spanish.
b) a combination of Spanish and English.
c) as much English as possible.

12. If my teacher wanted someone to do an extra Spanish assignment, I would:

a) definitely not volunteer.
b) only do it if the teacher asked me directly.
c) definitely volunteer.

13. If I had the opportunity to speak Spanish outside of school, I would:

a) never speak it.
b) speak it occasionally, using English whenever possible.
c) speak Spanish most of the time, using English only if really necessary.

14. If the opportunity arose and I knew enough Spanish, I would watch Spanish T.V. programs:

a) never.
b) sometimes.
c) as often as possible.

15. I actively think about what I have learned in my Spanish class:

a) hardly ever.
b) once in a while.
c) very frequently.

16. If I had the opportunity to see a Spanish play, I would:

a) definitely go.
b) go only if I had nothing else to do.
c) not go.

17. When I hear a Spanish song on the radio, I:

a) change the station.
b) listen to the music, paying attention only to the easy words.
c) listen carefully and try to understand all the words.

18. If there were Spanish-speaking families in my neighborhood, I would:

a) speak Spanish with them as much as possible.
b) speak Spanish with them sometimes.
c) never speak Spanish with them.

19. If there were a local Spanish T.V. station, I would:

a) never watch it.
b) try to watch it often.
c) turn it on occasionally.

20. When I am in Spanish class, I:

a) never say anything.
b) answer only the easier questions.
c) volunteer answers as much as possible.

The End. . . Thank you very much!

Protocol FOR STUDY OF IMMERSION/FLES Programs

DATA COLLECTION FORM

Program Information

1. When did the program begin? _____

2. Who/what initiated the program?

_____Parents _____School board

_____Teacher(s) _____Other (Explain)

3. How are students selected for your program?

_____Parental choice _____school imposed criteria (e.g. test scores, school achievement)

_____school requirement

4. What is/are the target language(s)? _____

5. Why was/were this language(s) selected?

_____local population _____academic needs of students

_____status _____existing teacher/staff resources

_____Other (explain)

6. What is the ethnic make-up of the class/school?

_____Asian _____Anglo _____Other

_____Black _____Hispanic

7. Are there any native speakers of the target language in the class/program/school?

8. Rank the following five areas in terms of the emphasis given them in your program:

_____cross-cultural understanding _____listening

_____reading _____speaking

_____writing

9. Do you or does your program subscribe to a specific methodology?

10. Do you follow a curriculum? _____ (How was this curriculum developed)?

11. How many hours per (day/week/year) are there in content instruction of L2?

	Lang Arts	Math	Soc Studies	Science	Extra-curricular Activities: (e.g. field trips, student exchanges
K					
1					
2					
3					
4					
5					
6					

12. What are your per pupil (above regular per pupil) costs of running your program?

13. Is there a plan for a follow-up program after elementary school? _____

If so, please describe.

Questions for Principal/Director:

1. How many teachers are there in your program? _____

2. How many of these teachers are native speakers of the L2? _____

3. What are their national origins?

4. Has there been staff continuity in your program?